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A Study Of Catharsis (Abreaction, Emotional Discharge), In 4Th, 5Th, And 6Th Grade Students

Drina Miriam Fried-Roberts

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A STUDY OF CATHARSIS (ABREACTION, EMOTIONAL
DISCHARGE), IN 4th, 5th, AND 6th
GRADE STUDENTS

A Dissertation
Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment
of the requirements for the Degree
Doctor of Education

by
Drina Fried-Roberts

May 1983

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A STUDY OF CATHARSIS (ABREACTION, EMOTIONAL DISCHARGE),
IN 4th, 5th, AND 6th GRADE STUDENTS

Abstract of Dissertation

PROBLEM: Catharsis is becoming more widely talked about as a method to get rid of negative emotions, to gain increased achievement, social maturity, and emotional well being. The emphasis on affective education is one example. There have been few controlled studies testing the catharsis hypothesis directly. No formal research is available that uses (randomly chosen) young people as subjects in studying emotional discharge.

PURPOSE: The purpose of the study is to see whether elementary school students can accept training in this re-evaluation counseling mental health model. Comparisons of those who hear about the model are made with those who hear about and use the model. These are contrasted with those who have no contact at all with the model.

PROCEDURES: Eighty-seven subjects were randomly chosen from eight classes of 4th, 5th, and 6th graders in a low-middle socio-economic school in Bakersfield, California. Each group met for a minimum of ten and a maximum of fifteen sessions between September and April, 1978 to 1979. The .10 level of confidence was adopted for all analyses of variance and t-tests. The Comprehensive Test of Basic Skills was given to the whole district and served as a pre- and posttest. The Vineland Social Maturity Scale, the Draw-a-Person Test, Sentence Completion items and an open ended interview were individually administered at the end of the study by blind school psychologists and graduate students.

FINDINGS: The pretesting on the CTBS revealed original inequality between groups. This confounded the study, making it invalid to draw conclusions about achievement, social maturity, or intellectual development as it relates to emotional catharsis or R.C. instruction. There was no measurable difference seen in achievement, social maturity, or intellectual development in this study. Students receiving the Instruction in Re-evaluation Counseling (R.C.) were statistically higher on the measure of self-concept than the other two groups. More students who used emotional discharge enjoyed giving oral reports to their class than those receiving R.C. Instruction or the no-contact group. An unanticipated finding was less physical fighting on the part of the catharsis group. This was self-reported and reported by their peers.

RECOMMENDATIONS: 1) This study should be replicated, but with a slower, more gradual introduction to R.C. techniques to students. This may be difficult in a typical school setting because of the limited time available in the curriculum. 2) An alternative approach which might be tried is to train teachers in R.C. and perform research comparing trained with untrained teachers.

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I wish to express special thanks to the graduate students who assisted me in the post-testing, as well as the school psychologists Johnny Ruth-King, Nita Himes, Ann Pope, and Werner Epp. Espeically Dr. Sherman Thomas, for using his self-worth scale and doing the evaluation of the post-testing.

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Chapter I

INTRODUCTION

The area of affective education is becoming part of the law, as in the present writing of the Mental Health Systems Act. This is a growing field, and there is a developing body of research in this area. Several approaches to affective health have placed extraordinary emphasis on emotional catharsis. These include: Gestalt Therapy (Perls, 1969), Release Therapy (Levy, 1943), Primal Therapy (Janov, 1970), Neo-Reichian Education (Kelley, 1974), and Re-evaluation Counseling (Jackins, 1965). These approaches represent a revival of interest in the curative properties of catharsis, abreaction, or emotional discharge (terms used synonymously in this dissertation). Up to 1974, little had been done to evaluate the effectiveness of these procedures (Nichols, 1974).

Hall (1923) suggested that emotions had priority over intellect. He was no more clear than that statement. More recently Alnaes and Skaug (1967), conducted a psychophysiological study with 25 subjects (including 10 controls) that examined abreaction from a biological viewpoint. Neurological and biochemical accompaniments of emotion have been recognized.

In Human Emotions (1977) Izard alludes to findings coming from research on brain and emotion.

The emotions occur as a result of changes in the nervous system... (Izard, 1974, p. 17)

...Emotions have innately stored neural programs, universally understood expressions, and common experiential qualities. Emotion effects the level of electrical activity in the brain, the amount of tension in the muscles of the face and body, the visceral-glandular system, circulatory system, and the respiratory system. Changes in emotion can alter the appearance of our world from bright and cheerful to dark and gloomy, our thinkings from creative to morbid, and our actions from awkward and inappropriate to skillful and effective (Izard, 1974, p. 18).

D. Stanley-Jones (1970, p. 31) described neural pathways which resulted in support of the supposition:

It has long been known that the principal determinant of human behavior is emotion, that when emotion and the intellect are in competition for control of the will, it is usually the emotions that win.

This has led researchers to be interested in the connections between thoughts and feelings. The rational emotive-therapy approach emphasizes the idea that human emotion cannot for the most part be clearly differentiated from ideation, and is largely controllable by thinking processes. That theory holds

...that human thinking and emotions are, in some of their essences, the same thing, and that by changing the former one does change the latter (Ellis, 1962).

J. P. Kovacevich (1979) believes that people need a model to put precision and organization in the language of feeling and thinking. Thus he states that every feeling is the truth. This means that all feelings are real and valid to the individual who feels them. The feeling can be described, explained, or shown with body language and thereby vicariously shared. Thinking is based on information. The information is either true or false or one has no information.

If the individual cannot grasp the distinction between thinking and feeling, he has great difficulty in finding good resolutions for not only can the data be inaccurate, so can the feeling insofar as it is perceived as being related to the present event, when in fact it may be an old feeling which has attached itself to the present because of certain similarities. Chaos, conflict, and confusion result.... (Kovacevich, 1979, p. 3).

Izard (1977, p. 144) states that by a still unknown process, the sensory cortex transmutes operations of consciousness into a subjective experience of emotion. To experience anger and to cognize anger can and frequently do influence each other via emotion-cognition interactions (Izard, 1977, p. 147). Yet feeling and cognizing anger are two distinct phenomena. In daily living, emotions are at some low, medium, or high level of consciousness for every human being. It would be better if fuller understanding of emotional functioning could be achieved.

II. STATEMENT OF THE PROBLEM

There is a long term trend to merge education with

mental health. This field is generally called affective education. One aspect of the field is Affective education.

Affective education, still in its infancy, is clearly a maturing entity that offers much more than an incremental change to the present educational system. While the realization of its full potential is yet to occur...the affective domain must not be allowed to remain implicit or intuitive.... A considerable amount of study needs to be completed.... (Beeler, 1978, pp. 10-11).

Lee (1978) stated that the experience of school for many children is characterized by boredom, confusion, and fear.

Since there is an increasing interest in holistic mental health and going beyond simply not being mentally disturbed, it is important to find the relationship between emotional discharge and other human processes. When adequate emotional catharsis takes place, is a person freed to operate more effectively, more intelligently, as Jackins and Simon (1977) assert? Specifically, the purpose of this study is to gain new information about the relationship between emotional discharge and social maturity, self concept, and achievement as measured by the Vineland Social Maturity Scale, the Draw a Person Test, the Comprehensive Test of Basic Skills (CTBS), and an individual interview. Under question is whether a group of 4th to 6th graders (9-0 to 12-8 year olds) who systematically used the emotional discharge process, including receiving theory and instruction, did better than a group that only received theory and instruction, or a group that had no contact

with the experimenter and did not use emotional discharge systematically.

III. PURPOSE OF THE STUDY

The purpose of the study is to see whether elementary school children can accept training in the re-evaluation counseling model. Some subjects are asked to accept the instruction; some students are asked to accept the instruction and to practice emotional discharge. This is an experimental study testing certain hypotheses. The following hypotheses reflect the expected differences between the three groups of students that are being investigated.

Hypotheses

- H₁ The Experimental Discharge Group (Group 1) and the Instruction Only Group (Group 2) will show higher scores in social maturity than the No Contact Control Group (Group 3) as measured by the Vineland Social Maturity Scale.
- H₂ The Experimental Emotional Discharge Group (Group 1) and the Instruction Only Group (Group 2) will show higher scores on the Self Worth Rating Scale, a measure of self concept, than the Control Group (Group 3).
- H₃ The Experimental Discharge Group (Group 1) and the Instruction Only Group (Group 2) will

show higher mean scores on the measure of scholastic achievement than the Control Group (Group 3) as measured by the Comprehensive Test of Basic Skills.

- H₄ The Experimental Discharge Group (Group 1) will report benefits from their meetings significantly more often and of greater intensity than the Instruction Only Group (Group 2).

IV. AN OVERVIEW OF RE-EVALUATION COUNSELING

The re-evaluation counseling (R.C.) model was chosen for this experiment. It is a peer counseling system with a set of assumptions.

Assumptions in Re-evaluation Counseling

1. People are intelligent. Those with undamaged forebrains are operating at a low percentage of their intellectual potential.
2. The natural way for a human being to feel is joyful. One would get a kick out of living and view problems as interesting challenges to be solved with enjoyment, not as occasions to be depressed, anxious, or irritable.
3. The natural relationship between any two humans consists of affection to another person, affection from another person, enjoying communication with another person, and enjoying cooperation with another person.
4. Social pressures place constraints on people. These constraints prevent the natural solution to problems. R.C. tries to remove the social pressures by creating a supportive environment, whereby the human being naturally catharts. When adequate emotional discharge can take

place, the person is freed from rigid patterns of behavior and negative feeling left by the hurt (Jackins, 1964; Jackins, 1965).

According to this theory, we do not have mean, destructive, vicious humans; we have kind, constructive, loving human beings compelled to mean, destructive, vicious behavior by unhealed distress of which they are the first victims.

Terms Used in Re-evaluation Counseling

The following definitions are needed to understand re-evaluation counseling. The definitions are drawn from a list by Heron (1973).

Rationality as used in the theory refers to the distinctively human potential for a high level of creative, intelligent response to new situations. The capacity to create a fresh, new and appropriate solution to a problem is rational. The actualization of rational potential is, however, restricted by the occurrence of patterns. The failure to produce a unique accurate response to every new situation could be termed irrational behavior in R.C. terms.

Patterns, according to the theory, are human behavior characterized by repetitive, stereotypic, and relatively maladaptive reactions. Such actions are rigid and unresponsive to what is new and changing in the situation. The individual has little control over them. Pattern behavior is the result of undischarged distress, according to R.C. theory. Human beings are highly vulnerable to being hurt.

This is distress. They may suffer physical distress or psychological distress in many forms (grief, fear, anger, embarrassment, boredom).

Discharge is the re-evaluation counseling word used for the combined physical and emotional process that is the healing process for distress. Grief discharge is dependably characterized by crying, fear discharge by shaking, anger discharge by "storming," embarrassment discharge by laughter and talking, boredom discharge by non-repetitive talking, and physical distress discharge by yawning and stretching (see Table 1). If distress is not discharged it will be stored as tensions that result in pattern behavior. Cumulative undischarged distress becomes established in negative, maladaptive and rigid emotional attitudes that are expressed in repetitive and inappropriate behavior. Parents, themselves socialized by norms that inhibited the discharge of their own early and subsequent distress, impose similar norms on their children: The parent cannot tolerate in her or his child a discharge process that is under chronic inhibition in herself or himself. The suppression of discharge is at first externally imposed; but the suppression eventually becomes fully internalized in the development of patterns by the child as a device for maintaining social acceptance.

Emotional discharge is achieved by attaining the safe conditions for it and by overcoming the subtle control patterns of discharge (such as disparagement). The effects

of emotional discharge is the process of becoming unhurt. As discharge on a hurtful incident proceeds, that incident is progressively re-evaluated in terms of new memories and new insights, and the pattern that resulted from its stored distress will disappear. This intelligent reappraisal of distressful incidents signals the release of rational capacity, which is the goal of Re-evaluation Counseling. The immediate effects of emotional discharge are an enhanced sense of well-being and fellow-feeling, and a heightened awareness of and responsiveness to the present situation. The long-term effects of releasing one pattern after another through emotional discharge are expected to be an increased capacity for creative, intelligent coping with change; for warm, caring relationships with other human beings; and for enjoyment of life.

Two-way counseling is typically conducted, meeting once or more a week for two hours. For the first hour one is counselor and the other is client, and for the second hour these roles are reversed. In the class context, participants have mini-counseling sessions of from 5 to 20 minutes each way. Co-counseling rests on the idea of cooperation or mutual support and self-direction. The role of the counselor is to be present. To be present means to be fully supportive of the client's re-emergence, giving the totality of free attention to the client as a gift for him or her to use. The counselor sits or stands opposite the client, gazes steadily and attentively at the client and indicates

his or her interest in all the nuances of expression in the face and in the movements of the body. The counselor does not interpret, advise, exhort, admonish, criticize, or sympathize verbally; all these activities tend to interfere with the clients' exploration of their experience and with their capacity for discharge. The counselor's supportive presence and free attention facilitate the client's self direction, as taught in R.C. The role of the client is that he or she is in charge. It is fundamentally the client's responsibility to decide what he does, when and how he does it. The client is self-directed in using the methods to explore his emotional space and find ways of discharging buried distress. He looks at the counselor while talking if possible, works within the counselor's supportive presence. The clients' rules are to not hurt themselves or their co-counselors, as people are not for hurting.

Free attention refers to the attention of either counselor or client that is not locked up in recent or remote patterns of distress. It is the amount of undistracted attention that the person can bestow on the immediate here and now environment. The necessary condition for effective discharge is that the client has enough free attention available so that s/he achieves a balance of attention between the present situation (including the counselor's support) and the content of the distressful material that is ready for discharge. Visual and physical contact between

the counselor and client while the client is working helps the client sustain this balance of attention.

There are a variety of techniques to facilitate discharge and the balance of attention. They are for use by both counselor and client, the client in directing himself/herself, the counselor in making suggestions to the client when the latter appears to be blocked or to have lost his or her way. But since the client is in charge it is the client's prerogative to discard any suggestion from the counselor that does not seem to be helpful. The repetition of a phrase, the first utterance of which produced vocal, facial, and other signs in the client of hidden distress, may produce discharge or make the distressful material more available for discharge. The client contradicts or is invited to contradict any statement of his or hers which is self-deprecating, which negatively qualifies his or her own worth. This contradictory statement is one of unqualified self-validation or self-appreciation and is called a positive direction. Such a positive direction, if it is accompanied by a tone and confident volume of voice, a facial expression and bodily movements and gestures that all contradict an ingrained pattern of self-disparagement is taken to break up pattern behavior and facilitate the catharsis of hidden distress. Free association is used as the client mentions or is invited to mention the thought, image, or feeling that is evoked by repetition or contradiction or any other technique used. To verbalize such a

thought, image, or feeling is thought to facilitate the availability of discharge material. To assist the client discharge on some stressful incident the counselor may role play one of the central persons involved in that incident. When the client becomes aware of the distress associated with some incident, she or he may facilitate the discharge of that distress by going through the motions of, perhaps, anger or a fear or a grief discharge. Such acting into the discharge will often permit the real discharge to occur.

Without free attention the discharge process cannot begin. The client can gain free attention by using present-time techniques; by becoming aware of what is going on in the present moment: S/he may describe the counselor or the room where s/he is working or see how many details of the present environment s/he can be aware of at once.

With chronically ingrained distress patterns, the problem is that the client's attention can be swamped and engulfed by them, in which case discharge cannot occur. A reservoir of free attention for working at deeper levels can be built up by a spectrum of techniques dealing with remembering that moves from lighter to heavier demands on the client's capacity for sustaining a balance of attention: (1) a quick random review of pleasant memories; (2) a quick random remembering of minor upsets; (3) chronological scanning of memories that fall under a specific category of incident, first of a pleasant kind, then of a distressful kind; (4) sustained review of one particular

distressful incident.

Validation is a central principle in the practice of re-evaluation counseling. The clients seek the reversal of patterns, the overcoming of inhibiting controls of self-disparagement, by validating themselves through the use of positive directions and by validating others. The counselor validates the client by giving him free attention, suggesting positive directions to him where appropriate, and by fully respecting his autonomy by refraining from interpretation, advice, and interruption. This consistent use of validation is used to undo the aftereffects of the build-up of invalidation to which the client has been subject since his earliest years, and so to facilitate discharge.

Format of a typical session in
re-evaluation counseling

Essentially this peer counseling system is nondirective, within a format. A typical session begins with the client directed, or eventually directing, herself to first, find something new and good in her environment; second, to verbalize a minor upset since her last session; third, to choose what she wants to work on. When the co-counselor sees imminent discharge, the client is directed to repeat the phrase that started the discharge, until it no longer brings discharge. Toward the end of the client's time, the client thinks and verbalizes what she is looking forward to until her next session. Finally the client is asked to get her attention back from her material to her co-counselor,

and thereby get ready to stop being client and start being counselor. A time is usually set, and the roles reversed. In the body of the session, once discharge begins, both counselor and client do what they can to sustain catharsis. Most often this is sustained by silent warm aware attention, verbal assurance, e.g., ("you're doing fine."), or physical movement such as a touch, holding, a gesture, a smile on the part of the person in the counselor's role.

Instruction, theory, and demonstration re-evaluation counseling is typically given in class sessions of eight to twelve people meeting for two hours once per week.

Students of R.C. are instructed that when they are not in session, they are to keep their attention out awarely in present time. When they are confronted by a new experience that is similar enough to the recorded distress experience, they are to pull away from the old compulsion to meet the situation with a re-enactment of the old inappropriate responses such as saying things that are not pertinent, doing things that don't work, failing to cope appropriately with that present time situation. They are told that the concomitant painful emotions have nothing to do with the present. When others are seen to act inappropriately, i.e., in pattern, R.C. students are taught to respond by reaching out to the rational loving co-operative person beneath the pattern. This is supposed to bring the person back to more "rational" appropriate flexible behavior and is called not confusing the pattern

for the person. The pattern is the stupid thing, the idiot or slang bad name; the person never deserves to be called a bad name. Finally, students of re-evaluation counseling are asked to take the assumptions and theory of R.C. at first on faith, are asked to allow themselves to cathart and see for themselves if they become more intelligently able to deal, are happier, and feel more loving and cooperative.

V. SIGNIFICANCE OF THE STUDY

There is a great deal of money and energy spent on counseling and psychotherapy and affective education. If it is true that permitting, encouraging, and assisting emotional discharge leads to significantly more intelligent behaviors, clearer thinking, increased social maturity, zestful natures and affectionate cooperation, it is necessary to ascertain how to effect a recovery and how we can stop interfering with the natural cathartic process. More specifically, for counseling and educational purposes, if cognitive re-evaluation occurs spontaneously through emotional discharge, (as physiologically defined in Table 2) teachers of young people should allow discharge to occur in safety. People would need to allow, rather than be scared of or be irritated by, their own and others' emotional discharge. True safety is magnified because strong rules of not hurting someone else and not hurting yourself go along concomitantly with permission to discharge. This

is vital and is controlled.

Limitations and Organization

This study is faced with the limitations caused by the lack of geographical and economic variety. Since the study does not incorporate long term follow-up, the conclusions should be viewed as tentative. Yet, it does serve a needed heuristic function. The experimenter secured cooperation in the setting to be discussed in Chapter Three.

This study was designed to examine the independent variable of emotional discharge as it is related to the dependent variables of social maturity, intellectual maturity, self-concept, scholastic achievement, and self report of helpfulness of abreaction. Furthermore, it was intended to examine and compare the effects of the instruction in re-evaluation counseling alone on the same dependent variables.

Chapter II is a review of the relevant literature. There is a detailed description of the procedures in Chapter III. Chapter IV is concerned with a report of the findings. Chapter V is a discussion of the data and conclusions drawn.

Chapter II

REVIEW OF THE LITERATURE

The area of emotional discharge of young people has had no formal research and very little research has been done with adults on abreaction, catharsis, or emotional discharge. The existing research falls primarily into several general areas, none of which reflects sufficient breadth to address the question raised herein. A computer search was conducted on Dissertation Abstracts, a Datrix search, as well as a hand search at the University of the Pacific library, and contact with the re-evaluation counseling headquarters in Seattle, Washington; and with others who would be familiar with other research about catharsis.

This chapter will be divided into six sections: (1) physiological basis; (2) review of catharsis; (3) affective education in programs; (4) studies of what emotional discharge does; (5) assessment of re-evaluation counseling; and (6) summary. Each of these areas will be reviewed as it pertains to the current question of the effects of emotional catharsis.

I. PHYSIOLOGICAL BASIS

In the disciplines of neurology, neurophysiology, biochemistry and physiological psychology, provocative

research on brain and emotion is pointing to the discovery of "specific brain mechanisms that contribute to emotion experiencing and emotion expression" (Izard, 1977, p. 16). It was even suggested (Deglin, 1973) that the dominant and non-dominant hemispheres of the brain have different relationships to positive and negative emotions.

The study of behavior can be seen chiefly as a study of the activities of the nervous system. In Biology of Emotions, it is noted that every portion of the brain is connected directly or indirectly with muscle. "In man, emotion is always a visceral, but always also a neuromuscular response..." "measured in microvolts." Jacobson speaks of suppressing tantrums, and emotional states always involving states of effort, (e.g., digestive activity tends to become inhibited in "conditions of anger, fear, hostility and other violent emotions). Each individual is endowed with a structure for self-communication of vast intricacy. The continual internal sensory and imaginal code signals need to be distinguished from the meanings. "These signals plus their meanings constitute what we call our psychic lives" (Jacobson, 1967, pp. 10-66).

Recent early results (Peacock, 1980) indicate that shedding tears rids the body of toxic chemicals produced under stress. A biochemist with the department of psychiatry, Medical Center in Minnesota, compared tears shed in emotion and in response to eye irritants such as chopped

onions. Emotional tears do contain chemicals known to be associated with emotional stress.

The foregoing is relevant in the following sense. Emotions and emotional discharge probably involves infinitely complex internal somatics. Emotions alone are unseen but probably have internal chemical and physiological responses that humans feel as feelings. Emotional discharge seems to be felt somewhat differently and can be seen in predictable outward manifestations (as seen in Table 1, p. 20). This too is further compounded by whatever chemical or neurological factors are involved in producing thought; which too is unseen.

II. REVIEW OF CATHARSIS

Catharsis has been dealt with in several lines of research. First, catharsis has been investigated with hypnotism and in drug induced contexts and cited to be of value (Brown, 1920; Conn, 1953; Brenman and Gill, 1947; Grinker and Spiegel, 1945; Horder, 1952; Rosen and Myers, 1947; Shorvon and Sargant, 1947). These sodium pentathol, nitrous oxide, hydrobromide, alcohol, sodium amytol, and ether and hypnotic induced abreaactions were mostly studied immediately following World War II. Second, it was said that no one had ever responsibly demonstrated psychotherapy to be generally effective (Truax & Carkhuff, 1967). This may have been the impetus for advances especially in behavioral

Table 1

DISCHARGE INDICATIONS AND SEQUENCE CHART*

<u>"Kind of Painful Emotion Tension</u>	<u>Manifestation During Discharge</u>
ZEST (absence of Painful Emotion)	Happy relaxation, turning of attention away from experience of hurt.
BOREDOM	Laughter Animated Talking Reluctant Talking
LIGHT ANGERS	Laughter, warm perspiration
HEAVY ANGERS	Angry noises, violent movements, warm perspiration
LIGHT FEARS (Embarrassments)	Laughter, cold perspiration
HEAVY FEARS	Trembling, shivering, cold perspiration, active kidneys
GRIEFS	Tears, sobbing
PHYSICAL PAINS AND TENSIONS	Yawns, stretching, scratching

*Harvey Jackins, Fundamentals of Co-Counseling Manual (Seattle, Washington: Rational Island Publishers, 1971), p. 7.

approaches; but had little impact on traditional psychotherapy (Bergin and Strupp, 1972; Fiske, Hunt, Luborsky, Orne, Perloff, Reiser and Puma, 1970). Although behavior modification is not usually associated with reports of catharsis, published behavioral studies have supported the therapeutic value of catharsis. One such case is Lazarus' (1968) statement that affective discharge especially of anger, is a most effective means of treating depression.

Scher discusses a counseling session in which he attributes success to massage (and talking to the client), but the text he has written shows that tears and trembling also occur. It could be that the tears and trembling were the healing, not the hurt; but rather the hurt coming off in the hands of a person who let it naturally occur.

John suffered a severe emotional reaction when he discovered that his wife was having an affair. He reacted with tears and an uncontrollable trembling as well as an inability to talk coherently...so I had him stretch out on the floor and I began to massage him very gently. I massaged him and talked softly to him for more than an hour until the shaking had completely subsided and he could talk coherently. He quickly came out of his shock reaction... (Scher, 1979).

Catharsis such as tears, trembling, and yawning may play a large part in the "cure."

Third, studies have come across emotional discharge, but have not developed further information because of their behavioral or implosive therapy type of emphasis. Each of these studies also mentions the occurrence of catharsis such as tears, trembling, talking, but do not bring it into

any of their conclusions as a therapeutic independent variable in its own right (Stampfl and Levis, 1967; Hogan, 1966; Fazio, 1970; Hogan and Kirchner, 1967; Levis and Carrera, 1967; Gendlin, et al., 1960, 1968, and 1970; Zander, 1964; Lewin, 1964; Frank and Nash, 1965; Hoehn-Saric, Frank, and Gurland, 1968).

Earlier, Freud abandoned the cathartic method because he thought it had limited applicability and did not provide lasting behavior change (Freud and Breuer, 1966). Psychoanalysis then became mostly a cognitive form of therapy. Nichols (1974) thought that maybe Freud abandoned catharsis before truly understanding or being able to deal with its potential. Overall, catharsis has been noted. A few have tried to deal with it.

Scheff (1979) is convinced that any system of treatment would be incomplete if it were based totally on professional therapists. He thought that lay therapists, trained and supervised by professionals, could deal with many of the more frequently occurring types of emotional crisis. Scheff participated in several therapies, one of which was re-evaluation counseling. Scheff immersed himself in therapy for three years, and from his experience and observations, raised several points. In the beginning he had no interest in emotional discharge. Instead "I found the other major feature of R.C., co-counseling, very appealing..." (Ibid., Preface x).

I noted that this form of therapy caused profound

changes in myself and in some of the other participants. The proportions of students and clients affected this way seemed to be about the same: roughly one-third of the participants had dramatic cathartic experiences and showed significant improvements in their orientations and behavior. For the majority of the participants, however, there was little or no change. Most of the persons in this group seemed to enjoy themselves (Scheff, 1979).

Scheff concludes that perhaps 50 or 60 percent of a well-led Gestalt group experience cathartic or other successful therapeutic experiences. His impression was that there was much less follow-up in Gestalt groups on the successes that were gained. Overall he argues that the R.C. emphasis on repeated catharsis on the same material, combined with the use of the manifold and subtle Gestalt techniques would be more effective than either approach alone. This seems to point in the direction of Re-evaluation Counseling, and especially the emotional discharge process as warranting further study.

Two articles (Bierenbaum, Nichols, & Schwartz, 1976 and Pierce & Schwartz, 1978) use re-evaluation counseling as it is efficient with respect to paid professional manpower. Bierenbaum et al. studied varying session length and frequency using university students who called in for therapy. After eliminating students "deemed not suitable for emotive therapy" (Ibid., p. 792), individual sessions were given by one of three therapists. Twenty-nine patients

were given half hour sessions twice weekly or two hour sessions every other week. A third group was obtained by utilizing data from an earlier investigation (Nichols, 1974); they were seen individually for one hour every week. Patients in the one hour group produced the most catharsis and improved the most on a personal satisfaction interview and behavioral target complaints, with high-catharsis patients showing the greatest improvements. Patients in the half-hour twice weekly group improved the most on the MMPI scales, irrespective of the amount of catharsis produced.

Re-evaluation counseling is recognized in this experiment as a potential therapy in situations where manpower and time are crucial considerations. Scheff's research was intuitive without formal measurement. But Bierenbaum, Nichols, and Schwartz, and Pierce and Schwartz operated their formal research under some similar constraints as the present experiment, namely the time factors involved in the academic calendar year. University students were used in their studies due to accessibility. This experimenter used a younger accessible population. The age factor will be dealt with in the following chapters. The literature neither denies nor affirms children as good subjects. Re-evaluation counseling seems to be a potentially workable therapy in time constrained situations.

The foregoing research designs offered individual therapy for fewer subjects. This does not, however, deny

the feasibility of the present study that has larger group therapy sessions. The larger number of subjects in each of three groups has potential for greater reliability and generalizability.

III. AFFECTIVE EDUCATION PROGRAMS

Affective educational approaches have been previously researched. Lockwood (1978) has reviewed the research on two much used approaches. Twenty-five studies were evaluated that each used students as subject, that claimed to produce educational benefits to students (rather than to test aspects of a theory), and that contained enough information to fairly assess the quality of the design and the adequacy of the claimed effects. Thirteen of these studies focused on Values Clarification, and 12 on Moral Development.

In general, claims that Values Clarification had a positive impact on self-esteem, self-concept, and personal adjustment were not persuasive after analysis of the research. Values Clarification may promote small positive improvements in reading ability. But without follow-up testing, even these claims were viewed tentatively. Based on the studies, there was no evidence that values clarification had a systematic impact on students' values. On the basis of teachers' perceptions and a measure of observable behavior, classroom behavior appeared to be positively affected. All of these studies used fifth grade students,

so generalizability was limited, and no enduring effects were claimed because one study showed no transfer of participation into normal classroom activities.

To Kniker and Smith (1972) it seems clear that the American school has transmitted values the country perceives as important. Kohlberg noticed that schooling is a moral enterprise where values issues abound in the teaching. This results in human conflict.

Affective education has a very broad base. It all can be conceived to involve moral development. This is how Kohlberg interprets it. People who try different counseling in the schools are probably just as concerned with moral development although they do not make the claim as clearly. But if young people are to be helped with their mental health, there's a relationship there with their moral development. For example, citizenship is included in the grading system of report cards in schools. Under that rubric the schools are hopefully a place to learn and develop as moral citizens. There is agreement that schools are important places to foster moral development.

In analyzing the responses of longitudinal and cross-cultural subjects to hypothetical moral dilemmas it has been demonstrated that moral reasoning develops overtime through a series of six stages (Kohlberg & Herish, 1977; Colby, Kohlberg & Gibbs, 1979). Schools exist because those who run them and those who were responsible for setting them up believe that the prosperity of the society requires that

all children should be educated to higher levels of attainment than their parents, in terms of academics, social, emotional, and moral development (Sugarman, 1973).

The moral development approach was relatively clearer in its goal than Values Clarification--that is, the stimulation of the development of moral reasoning. A major task of that research was to find treatments that are effective in stimulating moral development. The direct discussion approach (students discussed moral dilemmas and ethical issues and attempted to clarify and justify their reasoning) generally produced significant development in moral reasoning. These effects were found more often among subjects who reasoned at the lower stages, so not all subjects advanced consistently. Only one developmental variable was reported, the Moral Maturity Score, and this detracted from the quality of all that research. The other type of moral development treatment was identified as psychological education, and engaged students in a variety of activities such as doing exercises in empathy training, peer counseling, role-playing, and occasional discussion of moral dilemmas. All researchers employing the general psychological education treatment reported increases in the moral reasoning of the treatment groups. But Lockwood disagreed as to whether that conclusion was usually warranted from the available data.

In the 20-year longitudinal study by Colby, Kohlberg, and Gibbs (1979), fifty-eight males starting at ages 10,

13, and 16, were interviewed every four years between 1956 and 1977. It was found that in no case did a subject reach a stage of development without having gone through each preceding stage. The conclusion also was that people seem to go through certain qualitatively distinct stages of moral reasoning. Inspection of the research methodology and results shows that actually, in 1969, in the original analysis there were a substantial number of what Colby calls "disconfirming" or anomalous cases. Kohlberg interpreted the discrepancies as pointing to a need to refine the descriptions and scoring methods in order to bring theory, data, and measurement into closer agreement.

The dilemmas used by Kohlberg to increase the awareness of moral reasoning in self and others are not usually used for children under the age of nine (Hersh, Paelitto, & Reimer, 1979). The present study adds one year and should provide a safety margin to avoid what may be terms as subjects that are too young.

Re-evaluation counseling is just recently (since Nichols, 1974) beginning to be formally studied. As controlled studies bring out new information, there may also be need to refine descriptions and methods of measurement to bring R.C. theory, data, and measurement into closer agreement. The present research design and measurement tools (see Chapter 3) are supported and not denied by the present research in the affective education field.

Most of the affective education studies were doctoral

dissertations. Although positive claims in the dissertations were usually made, critical outside evaluation pointed out weaknesses and was largely skeptical of the data. In addition, "one major weakness of many of the studies to date has been the absence of random selection of subjects for experimental and control groups" (Lockwood, 1978).

The approach developed by Kohlberg is to restructure the environment rather than the student. The R.C. approach also restructures the environment to permit catharsis and re-evaluation of irrational behavior. Moral development education fosters a moral environment so that young people can grow up in moral situations. In most ways R.C. is an approach that attempts to restructure the individual. This is somewhat of a complementary approach to Kohlberg.

III. STUDIES OF WHAT EMOTIONAL DISCHARGE DOES

Attempts were seen throughout the literature to grasp the meaning and decide on the value of catharsis. Some researchers saw abreaction as a positive response. Other writers viewed catharsis as a negative experience. Many authors confused emotional catharsis in session with acting out violent and unsocial behavior in the wide world. Nichols and Zax (1977) review the empirical value of catharsis, recent emotive approaches to psychotherapy, catharsis in group treatment, and implications for clinical practice. They say that catharsis is so stimulating that therapists

need to watch out for losing focus on getting to cures of some problems.

Emotional Discharge as a
Positive Response

Re-evaluation counseling techniques are that the discharge of anger had best wait until the (co)-counseling session. When a tantrum is directed toward the angering defined goals as the outcome of catharsis when used in brief psychotherapy with a small sample of adults. Nichols and Zax (1977) conclude that successful cathartic therapy can alter habits and that the ability to respond actively in ways appropriate to present not past circumstances can be a major force in increasing feelings of competence and enjoyment of living.

One main reason for concern about negative emotions is that researchers describe a blank mind during the emotional states other than joy. When one cannot think, one cannot behave with flexible appropriate responses.

Everyone is familiar with the feeling of surprise, but it is difficult to describe. One reason for this is the fact that the feeling does not last very long. However, the most important reason is because the mind seems to be blank in the moment of surprise. It is as though ordinary thought processes are momentarily stopped. Thus there is very little thought content associated with surprise, and virtually none with startle (Izard, 1977).

Cross-cultural research led to the conclusion that "the experience of shame tends to hamper logical thought and frequently there is little meaningful cognitive content accompanying the shame experience." On the other hand,

joy was chosen in all cultures as the emotion understood best. Joy was found to increase the individual's capacity to savor and appreciate the world, often accompanied by feelings of strength and vigor. Joy is activated by a reduction in the gradient of neural stimulation. Some evidence exists that selective sensitivity of receptors and neuro-mechanisms also play a role in joy activation. "Joy may follow from the reduction of stimulation from undifferentiated stress or negative emotion states..." (Izard, 1977; Tomkins, 1964, 1965).

Singer and his colleagues (1973) pioneered the study of emotion in preschool children by analyzing some of the relationships between emotion and cognitive processes. Interest, joy, anger, distress, fear and shame were studied in relation to the children's fantasies and imaginative play.

Research on laughter has led to several hypotheses. No theory, other than R.C., specifically described laughter as a release or discharge of anxiety, anger, or boredom. Groufe and Wunsch (1972) found a substantial increase in the amount of laughter with age; and thought that at least some laughter (in infants) resulted from a wavering between expressing distress or fear on the one hand and laughter on the other. Humor involved "the positive affect of joy, but when humor occurs at other people's expense it may be associated with anger, contempt (as in derisive laughter), and subsequent guilt" (Izard, 1977).

Emotional Discharge
as a Poor Response

Several persons interested in personality, therapy, or general social psychology equate aggressive acting-out behavior and aggressive play with anger discharge or catharsis of aggression. They argue that people whose anger has been aroused will tend to express it and this expression will give feelings of satisfaction similar to those obtained upon completing any motivated tasks. Supposed cathartic activities do not diminish, release, or vent aggressive impulses. Authors found that "in a permissive situation where they are assured they cannot be detected, girls behave just as aggressively as boys." Worry is rampant about the dangerous, if fashionable, trend to let go emotionally. Their fear is that catharsis permits people to reveal what anger they may feel and may even call for personal violence in some situations (Berkowitz, 1962, 1964; Mallick and McCandless, 1966; Ellias, 1979; Mayer & Butterworth, 1979).

Albert Ellis (1960) thought that

What is normally called abreaction is often one of the greatest wastes of time in therapy, because merely reliving an original traumatic event may help the patient see better, get more significant insight in a sense, into his problems; but it still will not necessarily help him to attack his basic irrational philosophies of life which are actually causing his disturbance...many patients...got so much satisfaction out of their abreacting--having such a dramatically good time in the process--that they actually get distracted from their real problem...

Numerous articles were found wherein authors confused and

equated emotional catharsis in session with acting out violent and unsocial behavior in the wide world. The difference between the two needs clarification. In a review of the social-psychological studies of aggression by Scheff (1979) and by Nichols and Zax (1977), they both came to the same conclusion. The aggression studies have little relevance to the theory of catharsis. Indulging in or observing aggressive behavior is quite different from encouraging cognitive-and somatic-emotional discharge of previous distressful experiences.

IV. ASSESSMENT OF RE-EVALUATION COUNSELING

Marianne Simon's (1977) study of 95 adults in R.C. for 4-8 months, 2 years, and 3 years plus, thoroughly examined the discharge process; and is therefore central to this study. The adult predominantly middle class population differed significantly, however, from the population of this study.

She was looking for change as a result of this lay, peer educational therapeutic system; and found it on what she described as the quality of thinking and the ability to know when feelings impeded thinking. People expressed that their thinking became more vigorous, agile, logical, and easier. The longer her subjects remained actively involved with R.C., the more committed they were in seeing the theory and instruction as reality. Most subjects were able to discharge by the fourth month of counseling.

Limitations of the study could be its sole use of self reports as the only measure of change; and there was no external judgment of the reliability of the coding system. Subjects praised the necessity of discharge in reaching their goals, and elucidated cultures intolerance of the process.

In 1974, the Nichols study assessed the benefits of R.C. with an adult group that presented themselves as wanting psychotherapy. This self-selected group was randomly divided into two groups; those using the R.C. process and those using another process. Within the R.C. group, the high dischargers reported meeting their goals more often.

The literature search did not turn up any data on children and catharsis. There is no reason to believe that children would be unsuitable for a study of catharsis. In the present research design the use of the school setting with subjects willingness to participate in a study but possible resistance to the catharsis process sounds more representative of a real life situation.

V. SUMMARY

Research shows that the process labeled emotional discharge, abreaction, or catharsis turns up in various places in and out of therapeutic situations. It has been ignored, lamented, and/or praised depending on the school of thought.

There are a number of approaches to working with

students in the schools. One line is restructuring the environment, as in Kohlberg's moral development education. Another is restructuring the individual, of which re-evaluation counseling sounds like an example.

It seems safe that ten year olds and older can be treated with re-evaluation counseling. R.C. is right in line with the tradition of developing children rather than working with changing the school environment.

The research is supportive of the present study. What is needed is measurement of what the charsis process does in an educational setting.

Chapter III

DESIGN AND PROCEDURES

This study was designed to determine what differences, if any, would exist between 4th to 6th grade students who received instruction theory and used the process of emotional discharge. This was compared with 4th to 6th grade students who only received the instruction theory, and to 4th to 6th grade students who had no contact with abreaction theory or instruction.

Each student was administered the Comprehensive Test of Basic Skills (CTBS), the Vineland Social Maturity Scale, the "Draw-a-Person Test," forced choice sentence items, and an interview. An expert licensed educational psychologist and marriage and family counselor evaluated and scored the Draw-a-Person Test in each of the groups. In order to avoid experimenter bias, the whole battery of tests (except the CTBS) were administered by five school psychologists and seven graduate counseling students. They all were unaware until toward the end of the interview to which group each student belonged. The Comparative Test of Basic Skills was administered as part of a district-wide program and therefore was monitored by each classroom teacher.

I. SAMPLE

Permission was secured from the Bakersfield City School District to work with an elementary school and sample this population for experimental subjects. A lower-middle socio-economic elementary school was chosen. The total K-6 enrollment was approximately 600 pupils, from which approximately 106 of the students were on welfare; 26 are bussed from other Bakersfield City areas into that school. Although some come from bilingual homes, all are predominantly English speaking and most are affiliated with some type of Protestant religion. About 35% are of Mexican-American descent, about 1-2 percent of African, American Indian, or Philipino descent and the remainder Caucasian.

Grades four, five, and six were asked if they would volunteer. Teachers reported that all students were willing to participate in this study, if chosen. There were 244 students from 8 classes. A random sample of 114 subjects were drawn and randomly assigned to one of three treatment groups. Their ages ranged from 8-0 to 12-8. This randomization is said to provide the most adequate assurance of lack of initial biases between groups (Campbell and Stanley, 1963, p. 25). Therefore, pretesting was not a necessary factor. However, the Comprehensive Test of Basic Skills was essentially a pre and post measure and these were a normal part of the school-wide regular yearly assessment. Random groups were formed in 1977. Early data (1977 and 1978

scores) on the CTBS from these subjects was retrieved later in 1978, and computer analyzed for initial equality of groups.

II. RESEARCH DESIGN AND HYPOTHESES

Group one consisted of thirty-eight subjects who received instruction in re-evaluation counseling and were encouraged to emotionally discharge during the twice monthly sessions with the experimenter which lasted about an hour. Group 1 was divided in half and then into four total groups for the last two months of the treatment.

Group 2 consisted of thirty-nine subjects who were given instruction in re-evaluation counseling but who were asked not to practice the emotional discharge process on a systematic basis during the study.

The control group (Group 3) consisted of thirty-seven subjects who knew nothing of the re-evaluation counseling model, received no instruction in re-evaluation counseling (RC) and did not systematically use abreaction.

The following Null Hypotheses reflect no differences between the three groups of students that are being investigated.

H_1 There is no difference between the Experimental Discharge Group (Group 1), the Instruction Only Group (Group 2), and the No Contact Control Group (Group 3) in social maturity

as measured by the Vineland Social Maturity Scale.

- H₂ There is no difference between Group 1, Group 2, and Group 3 on self concept as measured by the Self Worth Rating Scale.
- H₃ There is no difference between Group 1, Group 2, and Group 3 on scholastic achievement as measured by the Comprehensive Test of Basic Skills.
- H₄ Group 1 and Group 2 reports equal benefits from their meetings with the experimenter.

III. PROCEDURE

On September 5, 1978, each teacher agreed to let the examiner speak to his/her class. There were four males teaching and four females in Grades 4 to 6 at Pioneer Drive Elementary School, Bakersfield, California.

Introduction to the project for the eight classes went something like this: "This year at Pioneer Drive School there is going to be a project using grades 4 through 6. Not everybody will be chosen." But what I did was give everybody a number and then choose some of those numbers (using a table of random numbers, not knowing who would be who).

Some of the chosen won't be doing anything until April or May. Others will come out of the classroom once a week for about an hour and do something. (The groups were later

divided in half and came once every other week.) Before I ask some of you to take this letter (See Appendix A) home to your mother and/or father telling them about the study and asking them to call Mrs. Garcia if they have any questions, I would like those of you willing to be part of the project, if your names are on the list, to raise your hand. (I demonstrated by raising my hand and added), "If you change your mind later and don't want to be part of the project later, you can." All of the children in some classes raised their hands. A few in other classes did not. Two of those who did not "volunteer" were later crossed off the randomly chosen list. Twenty-three had either moved or were absent this September 5 since the list was compiled in late June, 1978.

From three lists having forty-five each of randomly chosen numbers, the groups were formed. New people to the school in September 1978 were not on the list as no pre-CTBS score would have been available. Randomly, a non-involved person chose which treatment each of the three groups would be getting.

Subjects who were to discharge had their classes and counseling sessions between September 19, 1978 and April 27, 1979. The Re-evaluation Counseling and Instruction was conducted by the experimenter. Originally, an outside person had been hired. However, she changed her mind in early September. Each subject had at least ten sessions

and no more than fifteen sessions.

The setting for the experiment may have had an effect on Group 1. Foam rubber cushions and pieces (about 50 to 60), many tables, about 40 desks piled up over-all in various sections of the room and musical instruments were in the room used. On other days, music lessons were given in that room. The Group 1 was broken again from $n = 11$ and $n = 19$ to male and female division of four groups on 2-27-79 to allow for more catharsis.

Table 2

Treatment Group I Analysis by Sex

$n = 11$	$n = 19$
$n = 8$ males	$n = 10$ females
$n = 3$ females	$n = 9$ males

The major independent variable was the client's actual emotional catharsis and not the emotive techniques thought to facilitate it. The discharge process was noted from a checklist of behaviors that each subject observed in herself or himself. (See Appendix B -- Checklist of Emotional Discharge). The subjects themselves noted somatic emotional discharge (crying, talking, laughing, yawning and stretching,

Table 3

Research Design for Achievement Hypothesis
using CTBS, Pre- and Post-testing

Teacher Administered Comprehensive Test of Basic Skills (CTBS)		
Pre-Test 4/1978	Treatment Group	Post-Test 4/1979
O_1	Group 1 (Experimental Discharge Group)	O_2
O_1	Group 2 (Instruction Only Group)	O_2
O_1	Group 3 (No Contact Control Group)	O_2

Table 4

Research Design for Social Maturity and
Self Concept Hypotheses,
Post-Testing Only

Treatment Group	Post-Test Only 5/79
Group 1 (Experimental Discharge Group)	O_1
Group 2 (Instruction Only Group)	O_1
Group 3 (No Contact Control Group)	O_1

expression of anger and shaking and trembling and perspiration).

As noted in Table 3, subjects were tested in April 1978 on the CTBS. The study began in September 1978; the groups continued on a bi-weekly basis while classes were in session until April, 1979. (See Appendix D for synopsis of group and anecdotal records.) Then the posttest CTBS (4/79) was given to all subjects by their respective teachers.

In May, 1979, Draw-a-Person Tests, Incomplete Sentences, the Vineland Social Maturity Scale, and an Interview was administered to all subjects by blind examiners; the examiners were not informed of the testing hypotheses nor of the experimental or control status of the subjects tested.

Setting

The room available for sessions was the school's instrumental music room. Also, because it was a storage spot for the foam cushions used for various athletic activities, there were about 30 to 40 large foam pieces of about cushion size in the room. The cushions were used by the students for hitting and punching and therefore adding a protective effect. On the other hand, the presence of the cushions may have stimulated the students to hit and punch.

Procedure Summary for Group 1

On October 10, 1978, Group 1 was divided into two groups ($n_1 = 11$ and $n_2 = 19$ with 30 as the final size of group due to attrition caused by families moving out of the elementary school neighborhood). On February 27, 1979, Group 1 was further divided into four groups, this time by male-female divisions.

Table 5

Group 1 ($n = 30$) Division

	Males	Females
n_1	3	8
n_2	9	10

Procedure Summary for Group 2

On October 10, 1978, Group 2 was divided into two groups ($n_1 = 14$ and $n_2 = 16$ with 30 as the final size of Group 2 due to attrition caused by families moving out of the elementary school neighborhood).

Procedure Summary for Group 3

This Group 3 ($n = 27$ due to attrition) never met as a group, but was individually tested in May, 1979, as was Group 1 and Group 2.

IV. INSTRUMENTATION AND STATISTICAL PROCEDURES

Vineland Social Maturity Scale

Doll's Vineland Social Maturity Scale (1965) was used as a measure of social maturity in the study. The purpose of the scale was "to measure the extent to which the person progressively dominates his environment and creates, demands, or justifies his own freedom of action as age increases" (Doll, 1965, p. 12). The scale consists of 117 items made up of eight scales measuring strengths such as occupation, communication, self-direction, locomotion, and socialization. The age periods range from less than one year to over twenty-five years. Standardization data was obtained for ten normal subjects of each sex at each year from birth to thirty years of age. As per directions for the test administration, the informant was quizzed in a sympathetic manner to find out just what the subject actually and habitually does with respect to each item. (See Appendix D) In this experiment, the informant was the subject. The experimenter administered the Vineland to 10% of the subjects' mothers. Then a ranking was done to check the reliability of the special procedure of self-informing with the regular procedure of a proxy. "In general, S-examinations tend to yield somewhat higher scores, although some such scores are lower than those obtained from independent informants" (Doll, 1953, pp. 291-292).

Studies and discussions on the differences between mother-informing and self-informing vary (Doll, 1953, pp. 596, 292-93, 600-01, 476-83, 564-65). There is some difficulty with interviewers doing an adequate job using this scale at the apprentice stage of practice. Effort was made to avoid the pitfalls, although this was not entirely possible.

To compare the three groups to one another and to the Vineland normal population, one-way Analysis of Variance for the Difference Between Means was used.

Draw-a-Person Test

The Draw-a-Person (DAP) Test was used for two different measures. One is for the "rough estimate of the child's level of maturity" (Harris, 1963, p. 320). The mean score is 100 with 15 as the Standard Deviation. The second use of the Draw-a-Person Test was scoring on the Self-Worth Rating Scale (SWRS) (Thomas, 1974). This is an objectively scored projective instrument that measures how the person feels about themselves at the general time. The definition used for self worth is "an individual who possesses a sense of being worthy when he feels he is well regarded by others; when he feels that others have faith in his future successes, and when he believes that he has at least average or better than average ability" (Thomas, 1974, i). There is a .70 inter-rater reliability coefficient. In Bakersfield, California, where the scale was normed ($n = 287$), the mean SWRS

score was 14, with the standard deviation being 2.70.

In order to compare the groups one to another, and to the Draw-a-Person normal population a one-way analysis of variance for the difference between means was used.

Comprehensive Test of Basic Skills

Comprehensive Test of Basic Skills, Form S (CTBS) data was retrieved on the subjects in the study as a measure of reading and arithmetic achievement. The pre- and posttesting data was collected district wide in April 1978 and April 1979. National norms were established for form Q in 1968 on a sample of approximately 170,000 students. (Technical Report, CTBS, 1970, p. 11.) Form Q has .98 total test battery reliability with Form S of the CTBS (Ibid., p. 35-36) and reliability between these two forms correlates as low as .80 with most KR #20 reliability coefficients in the upper .80's and lower .90's. Validity measurements comparing the CTBS with the California Achievement Tests and the California Short-Form Test of Mental Maturity show intercorrelation coefficients for the totals sufficiently high enough to place confidence in this test as a good actual measure of reading and arithmetic achievement (Ibid., pp. 60-63). Level 2 tests were utilized for this sample. To determine the current status of the student's achievement in the basic skills, the use of percentile ranks was recommended. But to measure a student's progress between successive testings of the CTBS "in any grades with any

level and with any form of the test, it would be best to use the Expanded Standard Scores" (CTBS, 1974, p. 42).

Analysis of Variance was used to determine what differences, if any, existed between the three groups. If a significant F ratio was achieved, the Scheffe Method for making separate comparisons between each pair of subject groups was utilized.

Self Concept Interview

A self concept interview was used (See Appendix D) for which there is no normative data (Spier, 1974). This data was analyzed through the use of adjusted (for n differences) frequency charts to determine if any significant differences existed between the responses of the three groups.

Subjects' Evaluation of Experiment

A subjective interview was also individually conducted for only the subjects in Group 1 and Group 2:

During the times you spent in a group with Ms. Roberts, you missed some classwork.

Do you think the missed time hurt your studies?

Do you think being in a group was helpful to you in some ways?

Overall, did Ms. Roberts seem to like you?

Overall did your teacher this year seem to like you?

Overall, did you like Ms. Roberts?

Overall, did you like the teacher you have now?

Did Ms. Roberts show that you understood how you felt?

Did Ms. Roberts help the people in your group understand each other?

The subjects were instructed to respond to the interviewers (who read the questions to the subjects while the subjects read the same questions to themselves) on a scale from 1 to 5 with the middlemost number 3 being left out to force the choices toward the true or false end of the continuum. Responses were later collapsed to true or false.

5 equaled completely true

4 equaled mostly true

2 equaled mostly false

1 equaled completely false

These data were also analyzed by adjusting the number of responses and constructing individual frequency tables to determine if any significant differences existed between the responses of the two groups. Tabulation of the raw data alone provided a measure of interest as a questionnaire.

There were several process questions asked of Group 1 and Group 2 subjects at the end of the test battery:

1. Tell me some of what you know about the study (project).
2. What were the two rules?
3. (What was the theory...the ideas...the purpose behind this.) What was Ms. Fried-Roberts trying to do?
 - a. Were you able to do it?
 - b. Were you mostly wanting to do it?

- c. Were you able to get rid of (discharge) your emotions?
4. Did you mostly (maybe not always) keep what happened in the group to yourself and only talk about it to the other people in your group?

Data here was collected individually verbatim by the graduate students and school psychologists doing the interviewing. Their impressions were also recorded in many instances. Evaluation of this data was done subjectively by the experimenter. An attempt was to extract the essence of the subjects' responses and report this and isolated cases of interest and relevance.

Statistical Analysis

The independent variables are emotional discharge and R.C. instruction. The dependent variables are ratings on the Vineland Social Maturity Scale, the Draw-a-Person test, the Comprehension Test of Basic Skills, and answers on interview completion items. Alpha was set at the .10 level since the necessarily small numbers of subjects means that differences between the groups have to be larger in order to be significant.

Taken together, this battery of posttests provided an individual composite for each subject. The effects of the three differing groups were measured and an estimate of

the errors of these measurements was a measure of confounding of the study.

VII. SUMMARY

This study was conducted from the Fall of 1978 to the Spring to 1979. The sample was drawn from 4th to 6th graders from eight classes in one elementary school in Southern California. The subjects were from lower to middle-lower socio-economic families. For purposes of analysis, an Analysis of Variance was utilized for achievement testing comparisons between groups and for the analysis of differences in social and intellectual maturity testing and for the projective (Thomas) self-concept testing. Frequency tables were used to analyze the self-concept interview completion items and a Student's t-test was used as a measure of the significant differences. Eighty-seven ($n = 87$) subjects participated in this study. The .10 level of confidence was adopted for all analyses of variance and t-tests. The next chapter will review the results of the study.

Chapter IV

I. RESULTS

This chapter will focus on the statistical and evaluative treatment of the data. It will be divided into four broad sections. The first section describes the actual sample population and presents an overview and the pre- and posttest data. The second section deals with forced choice completion items that each subject did. The third section presents results of the open-ended questions each subject in the two treatment groups completed. The last section is a summary of the results.

II. DESCRIPTION OF THE SAMPLES AND ASSESSMENT DATA

Each of the total of 86 sample students will be referred to in the following manner: Group 1 is the treatment group of 30 young people who received the instruction and who were asked to use emotional discharge as much as possible and when appropriate. Group 2 is the treatment group of 30 young people who received instruction but who were asked not to use the emotional discharge process (until at least after the experiment was over). Group 3 was the no contact control group of 26 young people.

The total number of sessions with Group 1 and with

Group 2 was no less than ten for anyone in the study and no more than fifteen. The collection of the quantity of catharsis via the emotional discharge checklist (see Appendix B) for Group 1 was erratic. On any given week, at least 60% to 80% children simply forgot to bring the checklist in. Those who brought it in, did not consistently check off discharge for each day. In the end, the checklist served mostly as a pictorial reminder of what discharge was and with what internal emotions it corresponded. These were the process data along with subjective experimenter notes (see Appendix C). The experimenter asked each Group 1 subject in their last session which emotions they had been able to discharge. This is obviously a rough measure. Students seemed open, except for 4 (male) students who would say yes to anything, so their answers did not seem reliable. Most subjects had little to no success discharging fear and grief. Almost all the males in Group 1 proclaimed "I don't cry" at some time during the treatment. The females who did release tears did so only after division into male and female groups, stating they didn't feel safe enough to cry while the boys were there. Subjects reported successful discharge of boredom, irritation and anger, tension, and some of their embarrassment.

The final testing and interviewing data was collected on every subject during the period from mid-April to the last week in May. Tables 6 to 11 summarize the mean and

standard deviations of the CTBS, the Vineland, the Draw-a-Person and the Self-Worth Response Scale.

Differences between treatment groups were analyzed with a one-way analysis of variance and students' t-test. The results of ANOVA and the t-test were corroborative of one another.

There were no significant interactions between class (4th, 5th, or 6th), male or female student gender, or teacher gender, on any of the dependent variables. Thus grade placement and gender can be ruled out as causes of any significant fluctuation on achievement, self-concept, or social maturity as measured in this study.

Comprehensive Test of Basic Skills

The Comprehensive Test of Basic Skills (CTBS) was the measure used to test achievement. Several problems occurred to obscure clear results. Pretesting was done only for this test. See Table 6 to examine 1977, 1978, and 1979 CTBS Means and Standard Deviations for the three groups. In 1977, all three groups showed no significant difference, using the fixed effects model for the classical analysis of variance. This showed equality between groups and was expected.

Then the 1978 CTBS pretesting showed some significant differences between the three groups. Since the later retrieved data were gathered before the treatment started, inequalities between the three randomly chosen groups appear to invalidate

the 1979 post-testing results. This becomes a limiting factor. However, it was unavoidable. ANCOVA would give the same results. Control Group 3 was significantly lower in 1978 than Group 1 using Scheffe Tests and classical analysis of variance. Groups 1 and 2 were similar in 1978 CTBS math scores. Group 2 in 1978 reading is not significantly different from either Group 1 or Group 3. Thus, results cannot be assumed to be random from the sample population, and conclusions from the CTBS are tenuous.

When posttesting in 1979 was evaluated, significant differences were seen in only the math CTBS scores. At the .10 confidence level, Group 3 (control) was significantly lower than Group 2. Group 1 did not differ significantly from Group 2 or Group 3, using the fixed effects model for the classical analysis of variance and the Scheffe Test. (See Table 7 ANOVA for CTBS) Reading (CTBS, 1979) showed no statistical differences between groups.

The null hypothesis that there is no difference between Group 1, Group 2, and Group 3 in scholastic achievement as measured in this study by the Comprehensive Test of Basic Skills can be neither affirmed nor denied. Statistical Treatment suggests that posttest math scores are higher in the Instruction Group 2, but it is difficult to conclude that the re-evaluation counseling instruction results in higher math achievement. or to no change in reading

Table 6

Means and Standard Deviations of the
Comprehensive Test of Basic Skills Across Treatment Groups

PRETESTING				POSTTESTING			
CTBS 1977		CTBS 1978		CTBS 1979			Treatment
Reading	Math	Reading	Math	Reading	Math		
45.5	47.4	44.2	44.9	49.2	53.9	Mean	Group 1 (Emotional Discharge Treatment)
24.9	32.8	22.7	27.3	25.0	27.1	SD	
39.2	52.0	39.7	45.2	44.2	55.1	Mean	Group 2 (Instruction Only Treat- ment)
25.3	29.9	24.1	28.6	29.5	29.3	SD	
31.6	38.6	29.6	25.1	34.1	38.5	Mean	Group 3 (No Contact Control)
24.4	27.7	25.4	22.6	23.3	26.0	SD	

Table 7

Analysis of Variance Comprehensive Test of Basic Skills

	Source	DF	Sum of Squares	Mean Squares	F Ratio	F Prob.
CTBS 1977						
Reading	Between Groups	2	2429.7789	1214.8894	1.963	0.1476
	Within Groups	76	47046.9473	619.0387		
	Total	78	49476.7188			
Math	Between Groups	2	2454.7184	1227.3591	1.378	0.2581
	Within Groups	76	67653.9375	890.1833		
	Total	78	70108.6406			
CTBS 1978						
Reading	Between Groups	2	3066.5499	1533.2749	2.656	0.0762*
	Within Groups	83	47922.7656	577.3827		
	Total	85	50989.3125			
Math	Between Groups	2	7249.4454	3624.7227	5.177	0.0076*
	Within Groups	83	58114.4434	700.1740		
	Total	85	65363.8828			
CTBS 1979						
Reading	Between Groups	2	3212.9336	1606.4666	2.338	0.1029
	Within Groups	82	56336.7246	687.0332		
	Total	84	59549.6563			
Math	Between Groups	2	4690.1468	2345.0732	3.087	0.0509*
	Within Groups	83	63049.3242	759.6304		
	Total	85	67739.4688			

* Significant at the .10 level

achievement. The random sampling procedures were rigidly adhered to while putting the groups together. However, this was not enough to insure that the groups were equal on all dependent variables before the experiment began. This inequality among three groups may throw the rest of the testing results into legitimate question.

Due to the aforementioned factors, this experimenter is placing more weight about efficacy on the individual interviews given to each of the subjects by outside counselors and school psychologists. The standardized interviews are more subjective data.

Correlations Among Tests

Using the Pearson correlation coefficient as a measure of linear correlation between tests and within groups, we find that, as expected, the CTBS test does not correlate with the DAP, SWRS, and Vineland SIQ tests in general. Therefore, we cannot use the Comprehensive Test of Basic Skills (TBS) as an approximate pretest for the Vineland Social Maturity Scale, the Draw-a-Person intellectual measure (DAP), or the self-worth response scale (SWRS).

The DAP and SWRS correlate positively with one another at the .95 level. The Vineland Social Maturity test does not correlate with any of the other measures, using the Spearman, Kendall, and Pearson Correlation coefficients.

Vineland Social Maturity Scale

The Vineland was used as a measure of social I.Q. See Table for the means and standard deviations across treatment groups. There was a cross validation with the researcher examining 10 of the 86 subjects' mothers chosen by accessibility and willingness to be informants. Mothers of children from each treatment group were used. (See Table 8) The school psychologists and graduate counseling students were more lenient with the subjects than the researcher was with the mothers, with one exception. However, since the rank ordering is approximately the same, this is taken to mean that the self-informing method of data collection is appropriate for this experiment.

The null hypothesis that there is no difference between Group 1, Group 2, and Group 3 on social maturity as measured by the Vineland Social Maturity Scale is accepted. Differences between groups on the social I.Q. score using the Vineland did not show any significant differences at the .10 level (see ANOVA Table 9). The fixed effects model for the classical analysis of variance and the students' t-test were used (see Student's t-test Table 10).

Table 8

Self-Informing vs. Mother Informing
 Scores and Rank Ordering Obtained on the
 Vineland Social Maturity Scale for 10 Samples within Study

Treatment Group	Self-Informing Score	Rank	Mother-Informing	Rank	Score Change	Rank Change
Group 1	104	7	98	5	-6	-2
Group 1	124	3	104	3	-20	0
Group 1	95	9	101	4	+6	-5
Group 2	97	8	91	8.5	-6	+0.5
Group 2	112	5	94	7	-18	+2
Group 2	139	1	119	1	-20	0
Group 2	113	4	96	6	-17	+2
Group 2	107	6	91	8.5	-16	+2.5
Group 2	133	2	105	2	-28	0
Group 3	94	10	82	10	-12	0
$\bar{X} = 111.8$			$\bar{X} = 98.1$			

Table 9
Analysis of Variance
Vineland Social Maturity Scale

Source	DF	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	132.6976	66.3488	0.217	0.8054
Within Groups	83	25373.4365	305.7040		
Total	85	25506.1328			

Table 10
Means and Standard Deviations of the
Vineland Social Maturity Scale Across Treatment Group

112.4	Mean	Group 1 (Emotional Discharge Treatment)
18.3	Standard Deviation	
112.0	Mean	Group 2 (Instruction Only Treatment)
18.0	Standard Deviation	
109.5	Mean	Group 3 (No Contact Control)
15.9	Standard Deviation	

Table 11

Means and Standard Deviations of the Draw-a-Person
Test Across Treatment Groups

Goodenough-Harris Quality Scales	Self-Worth Response Scale		
95.4	14.5	Mean	Group 1
11.3	2.6	Standard Deviation	(Emotional Discharge Treatment)
99.5	15.8	Mean	Group 2
10.5	1.9	Standard Deviation	(Instruction Only Treatment)
90.5	14.2	Mean	Group 3
9.4	2.5	Standard Deviation	(No Contact Control)

Table 12
Students' t-test for Vineland Social
Maturity Scale

	Total	Male	Female
Groups 1 & 2	1.0	.69	.87
Groups 1 & 3	.67	.69	.32
Groups 2 & 3	.66	1.0	.39

The probability that these groups represent samples from the same populations is greater than 32% for all cases. Therefore, it is taken to mean that no significant differences exist between groups, as measured by the Vineland.

Draw-a-Person Test

On the Draw-a-Person Test, two measures were extrapolated. One used the Goodenough-Harris (1963) quality scales as a measure for intellectual maturity. The other used the Thomas Self-Worth Response Scale for a measure of the self-concept of the subjects. See Table 13 for means and standard deviations from the Draw-a-Person Test across treatment groups.

The null hypothesis that there is no difference between the Instruction Only Group 2 and the Emotional Discharge Group 1 and the No Contact Control Group 3 on intellectual maturity as measured by the Draw-a-Person Goodenough-Harris Scale is rejected.

Table 13
Analysis of Variance Draw-a-Person Test

	Source	DF	Sum of Squares	Mean Squares	F Ratio	F Prob.
Goodenough Harris Quality Scales	Between Groups	2	1129.6601	564.8300	5.154	0.0078*
	Within Groups	83	9096.8857	109.6010		
	Total	85	10226.5449			
Self-Worth Response Scale	Between Groups	2	40.6798	20.3399	3.727	0.0282*
	Within Groups	83	452.9149	5.4568		
	Total	85	493.5948			

* Significant at the .10 level

The null hypothesis that there is no difference between the Instruction Only Group 2 and the Emotional Discharge Group 1 and the No Contact Control Group 3 on self-concept as measured by the Self-Worth Rating Scale is rejected.

Using the Draw-a-Person quality scales, Group 3 is significantly lower than Group 2 at the .10 confidence level. (See ANOVA Table 13) On the Draw-a-Person Quality Scales, Group 1 does not differ significantly from Group 2 or Group 3 using the Scheffe Test for measuring the homogeneity of the groups. The students' t-test results (Table 14) corroborates that Group 2 is significantly different from Group 3.

Table 14

Students' t-test for Intellectual Maturity
(Draw-a-Person Quality Scale)

	Total
Groups 1 & 2	.164
Groups 1 & 3	.114
Groups 2 & 3	.003*

Probability that groups represent samples drawn from the sample populations: *less than .10 defined as implying a difference between groups.

On the Self-Worth response scale, Group 2, is significantly higher than both Group 1 and Group 3 at the .10 confidence level, using the Scheffe test for measuring the

homogeneity of the group following the classical analysis of variance. The students' t-test was also done, and corroborated the ANOVA showing Group 2 significantly different from Groups 1 and 3 (see Table 15).

This could be taken to mean that the group that received instruction in Re-evaluation Counseling achieved higher scores in intellectual maturity and on self-concept than the control group.

Table 15

Students' t-test for Self-Worth Response Scale

	Total
Groups 1 & 2	.09*
Groups 1 & 3	.14
Groups 2 & 3	.004*

Probability that groups represent samples drawn from the same populations: *less than .10 defined as implying a difference between groups.

Group 1 does not score significantly higher or lower than either group on the measure of intellectual maturity. But this emotional catharsis treatment Group 1 does score significantly lower on the SWRS self-worth measure than the instruction only treatment group.

III. FORCED-CHOICE COMPLETION PORTION OF STUDY

Table 16 represents frequency data from the forced-choice completion questionnaire administered to every subject

(see Appendix D-4) Questions 1-20 were intended for all three groups. Question 21 "During the times you spend in a group with Ms. Roberts, you missed some classwork; do you think the missed time hurt your studies?" began the series of eight questions that were intended for only the subjects in Groups 1 and 2. Curiously, four of the twenty-six subjects in the Control Group 3 did not make it clear to their interviewers that they never, for example, spent time in a group with Ms. Roberts, and maybe feeling pressured, thoughtlessly continued on to answer the questions, such as "Did Ms. Roberts help the people in your group understand each other (see Appendix D-5)?"

Most answers seemed to have no bearing on which group a person was included in. Therefore, the groups answered similarly to questions such as "I am as smart as I want to be." "I like to draw and paint." "I need lots of sleep." "I am satisfied to be just as I am," etc. However, two answers seemed to have a bearing on which group a person was included in: significantly more students who received instruction only in R.C. would rather be alone to do homework than those in the control group; significantly more students in the emotional discharge group reported liking to give oral reports in class than the control group (see Table 16, Forced-Choice Completion Data). The null hypothesis that Group 1 and Group 2 equally report benefits from their meetings with the experimenters is accepted.

Table 16

Significantly Forced-Choice Completion Data Collapsed

	Completely True	Mostly True	Completely False	Mostly False
#2. I would rather be alone to do homework.				
*Group 1 (n=30)	12	7	3	8
*Group 2 (n=30)	9	12	7	2
Group 3 (n=26) (adjusted to n=30)	4 (4.6)	9 (10.4)	9 (10.4)	4 (4.6)
*Significantly higher than Group 3. More people in Groups 1 and 2 may rather be alone to do homework. $P_{1,3} = .094$ and $P_{2,3} = .05$				
#4. I like to give oral reports in class.				
*Group 1 (n=30)	5	11	10	4
*Group 2 (n=30)	6	6	7	11
Group 3 (n=26) (adjusted to n=30)	2 (2.2)	5 (5.8)	10 (11.5)	9 (12.7)
*Significantly higher than Groups 2 & 3. More people in Group 1 may like to give oral reports. $P_{1,2} = .095$; $P_{1,3} = .0241$. Significantly higher than Group 3, $P_{2,3} = .0877$.				

Unanticipated Problems

Putdowns came time and again from one child to another. This experimenter tried to interrupt and reason with the children who systematically said negative, invalidating things to one another. However, even though in-roads were made, it was difficult (even the occasional young person would say) to feel okay to say nice things about oneself or about another child. This experimenter often was not facile enough to juggle all their patterns to have what she would call a successful treatment group. These things seemed to get in the way.

IV. SUBJECTIVE OPEN ENDED QUESTIONS

Open-ended questions were used at the end of each subject's interview as part of the posttest. What follows are typical responses, separated by groups. Also see Appendix D-5 for lengthy examples of subjects' responses. The 12 posttest interviewers did not know anything previously about the study's purpose. The first question was "Tell me some of what you know about the study (or project). What was the theory...the ideas...the purpose behind this?"

Group 3 (No Contact Control Group)

At this point, all 26 subjects in this group responded to the effect that they "didn't hear anything about the project" or that they weren't or didn't remember being in

a group. One mentioned that "some friends were in groups but they never got around to talking about it."

Group 2 (Instruction Only Group) N=30

Ten subjects (33-1/3%) in group two responded with something to the effect that the study had mostly to do with getting rid of feelings. "Feelings--like if you are mad you try to make your feelings get out so you won't be mad anymore. How you make yourself happy when you are sad like. You could talk. Boredom, how do you get boredom out."

"Help you understand yourself better. How to get rid of anger and boredom. How to get along with other people. Help people."

"How to deal with tension...How to try to get along with other people."

"How you should express your feelings and not keep them inside."

"...If you ever got lost--don't be scared, go ahead and cry. Learned about how to let your feelings show."

Ten subjects responded to the effect that the group was about feelings.

"Your emotions...that was what she mostly talked about."

She talked about how to let your feelings show: "It was about feelings and the way people felt." "She just was telling us how people shouldn't hurt us and we shouldn't hurt them. And we shouldn't call them names."

One-third (10) of the Instruction Only Group 2 subjects either didn't understand much of what was going on, or only partially understood.

"Telling us about when kids throw fits, shouldn't do that. Talked about something else, but I forgot."

"Not hurt each other. I talked to her about the things I did."

"Help us not be afraid when we're alone--not to get scared. If a guy is trying to push you around, tell him to stop pushing you around. Try not to let anybody get hurt."

"Getting to understand each other."

"I don't remember."

"Math Problems."

"I didn't know it was going to be a project."

"Whisper." (This group was asked not to talk out loud.)

Group 1 (Emotional Discharge plus Instruction Group)

Most (all but about three) used the checklist of Emotional Discharge (see Appendix B). But none was able to systematically keep an organized daily record of when or how much they discharged. They somewhat understood the main theory and ideas about the study.

"Trying to get us to understand how other people feel, to get them (sic) feelings out; not to keep them inside."

"Get you to understand about your feelings, like how people get your attention about a problem."

"She wanted us to get out all our sorrow that we had and to be happier and to work out all our problems that we had. To help change people that are bad...To not tell the person you're angry with but to talk to someone else who can help you (to like that person again) trying to help us if we had a problem inside us she was trying to get it out. I was embarrassed at the beginning until others did it."

"Get rid of our feelings. And not to think of the bad times but the good times."

"About how you feel about other people, if you're mad at them and 'stuff'...Trying to help us keep our temper to ourselves--not to beat them up if we're mad at someone."

"About feelings and the way you feel if you hurt or are glad. Try to teach us how not to be mean or be mad. How to act or to do something. Help us. Try to teach us--make us understand what she was talking about (Q. Were you able to do it?) "Yea, maybe once in a while I could do it." (Q. Were you mostly wanting to do it?) "Yea, because it was fun." (Four spontaneously mentioned that the group was fun.) (Q. Were you able to discharge your feelings.) "Yea, by thinking what she told us."

"About feelings, we got through things that we never did before that we had in our hearts for a long time, when

I'm bored I know what to do about it."

"About getting rid of tension and anger" (said he was able and mostly wanting to do it).

"To help you take on responsibilities of life. Trying to teach us how to do things ourselves. Get rid of being scared or bored by talking about it."

"Understanding feelings and get rid of hate feelings and stuff...Like this kid who likes to beat on kids--we beat on the pillow and all that stuff helped me not to hate Charles, Brian, and Joe."

"She wants to teach us not to get mad and fight... She was experimenting with us...Well at first a lot didn't want to do it. The first day I didn't understand, and then I kind of did." "...When they were mad, hit a pillow or something soft so we couldn't hurt anybody. If we felt like crying go ahead and do it..."

"It was about understanding yourself and how other people felt. Knowing that people aren't for hurting. If you had bad feelings bottled up inside, you will not be a happy person...and how to cope with things to be able to fit in with people."

"To help you like tell your feelings. Get out all your hate. To like everybody and not hate anybody. Not to hurt other people. To get out our meanness."

"Feelings (Q) About when you're tense. Oh, I didn't know--forgot about it."

"It helps you get rid of your emotions."

"Mrs. Roberts was trying to help us, ah...to be kind to other people and don't hurt their feelings. That's all ...when you want to cry, let it out. Don't hold it in..."

"To take our sadness away...some kids didn't want to; kept fooling around--she tried to get us to understand what she was trying to do. (Q.) She used to tell us, if you're mad, hit the pillow, get all the mad out of you, (she) timed us. (Q. Worked?) Yes, felt better."

"Tries to help people so they won't be embarrassed in front of other people...She tries to get your past time out so it won't get stuck inside you and tries to find out good things about you and help you not be scared to talk--help us be co-counselors."

"How to keep your self control, keep being zestful. If you get mad, go in your room and hit a pillow; never keep it inside. Always talk about it, beat a pillow, never hurt yourself. If you do get bored, do something so you won't be bored...(Q) Teach us how to...understand yourself better, get more friends, be nicer, have fun..."

"It was to help you to get rid of grief--not hold it in...For the whole group to sit and listen to what the other people had to say and get rid of...To try to get you over being embarrassed and how to get the tension off."

"Never yell at someone when they are crying. You might hurt'em more."

(Q) Were you able to do it?

<u>Group 1</u>			<u>Group 2</u>		
<u>Yes</u>	<u>No</u>	<u>Sometimes</u>	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
25	1	3			

(Q) Were you mostly wanting to do it?

<u>Group 1</u>			<u>Group 2</u>		
<u>Yes</u>	<u>No</u>	<u>Sometimes</u>	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
20	1	8	19	1	5

(Q) Were you able to get rid (discharge) your emotions?

<u>Group 1</u>			<u>Group 2</u>		
<u>Yes</u>	<u>No</u>	<u>Sometimes</u>	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
15	4	9	15	5	5

A little more than half of the subjects knew that one rule was not to hurt anybody, and only about one-fourth of them remembered there was a rule, "Don't hurt yourself."

The last interview question asked, "Did you mostly (maybe not always) keep what happened in the group to yourself and only talk about it to the people in your group?"

All but seven kept it to themselves or only within the group. Those that did not, said things such as:

"I talked with one person in our family outside the group. My mother said she had a good idea."

"Only talked to people that I thought needed it but I won't tell their names."

V. SUMMARY

Overall, there were three sets of data gathered. The first reported were the assessment tests consisting of the CTBS, the Vineland Social Maturity Scale, and the Draw-a-Person Test. The Comprehensive Test of Basic Skills was a reading and math achievement tool. The students' t-test and classical analysis of variance found significant differences in the 1979 math CTBS between the control Group 3 and the Instruction Only Group 2. Scheffe's test confirmed the control group was significantly lower. No statistically significant differences were found between any of the groups for 1979 reading CTBS or for the Vineland Social Maturity Scale. There were significant differences seen in both the intellectual maturity and the self worth measure. The analysis of variance and Scheffe Test showed the Instruction Only Group 2 significantly higher at the .10 level in both cases than the control group. The emotional catharsis Group 1 was not significantly different from the control group on any of the quantitative measures. In addition, a pretest on the CTBS for 1977 and 1978 showed initial equality for all three groups in 1977, but not in 1978 on the CTBS. Thus there can be no assurance that the measured differences seen in the Instruction Only Group 2 can be attributed even at the .10 level to actual increases in overall self-concept, intellectual maturity, and math achievement. Therefore, unexpected inequality between groups may make it more valid

to place greater weight on the standardized interviews and anecdotal information.

The second set of data dealt with ratings on 28 forced-choice completion items in a standardized interview. About one-third of Group 1 and Group 2 students thought that by missing time in class their studies were hurt. Neither their grades nor CTBS showed any measured loss. However, twenty-nine of 30 in the Discharge Group 1 thought that being in the group was helpful to them in some ways. Twenty three of 27 responses from Instruction Only Group 2 thought it was helpful in some ways. All 30 in the Discharge Group 1 and all except one subject in Group 2 said the instructor-experimenter (Ms. Roberts) seemed to like them personally. Twenty-six of 30 in Group 1 and 25 of 28 in Group 2 reported their teacher seemed to like them. Twenty-seven of 30 in the Discharge Group 1 thought that Ms. Roberts showed that she understood how they felt, and 29 of 30 thought Ms. Roberts helped the people in their group understand each other. Most of the forced-choice completion items did not differ significantly. Thus, all three groups felt similarly about things such as liking to be with their classmates, enjoying finding answers to hard problems in mathematics, etc. Significantly, more people in Group 1 liked to give oral reports in class than those in either Group 3 or 2.

The third set of data gathered was the verbatim interview

by the seven outside graduate students and five school psychologists, and the researcher's impressions during the treatment. Students knew the main ideas and purpose of re-evaluation counseling if they had cathartic sessions or Instruction Only. They verbally reported benefits. The Instruction Only Group 2 did claim to discharge too, however. But the experimenter did not see this occurring much. However, the discharge group seemed more difficult for the examiner to control. They did not discharge in an orderly manner, and they did not listen well to each other. Now research in RC in 1979 supports the initial period of pillow fighting and the appearance of loss of control as a necessary prelude; lasting about 4 to 6 months. Back in the classroom, no teachers reported any loss of education or more difficulty controlling Group 1 or Group 2 subjects. They did not report or notice any benefits to the children either.

In general, the predicted outcomes could not be supported by the statistics. However, there were some anomalous data, which raises questions to be taken up in the next chapter.

Chapter V

DISCUSSION AND CONCLUSION: IMPLICATIONS FOR FURTHER STUDY AND RECOMMENDATIONS

I. Introduction

The purpose of this study was to examine what happens to individuals who purposely use emotional discharge in an accepting atmosphere. Data were generated to gain more knowledge about the relationship between emotional discharge and achievement, self concept, and social maturity in 4th, 5th, and 6th graders. Three groups were used in this study. Each group of 4th to 6th grade students was compared to the others, on the aforementioned dimensions. A no-contact control group was one of the groups; another received only the instruction in re-evaluation counseling and was asked not to practice discharge; and one group received instruction and was asked to use discharge.

II. General Results

The study dealt with the dependent variables of achievement in math and reading, self concept, and intellectual and social maturity. It used a variety of approaches to detect any differences. There were no statistical increases in achievement and social maturity for any treatment group. There was a statistical increase in intellectual maturity and self concept for the group receiving instruction only, but

the increase seemed unreliable.

Qualitative data suggest that students in the Emotional Discharge Group I were pleased to deal with their feelings. Many of those in Group I, who tended to get into physical fights, claimed that this tendency was reduced. Their peers corroborated this verbally. This may warrant further study.

In the year after the study, children from the Discharge Emotional Release Group I would often ask the experimenter to please continue doing the groups with them. Eventually it seemed that watching and listening to other subjects' catharsis brought out their own desire for catharsis. However, in the present experiment there was a need for more "treatment" time. Simon (1977) warns that watching or listening to someone else's discharge brings on the need for one's own. This made for both ease and difficulty in this experiment. It took time for the children to learn to hold back talking, laughing, i.e. discharge, when it wasn't their turn. Coercive methods aid in keeping emotional discharge under control. However, coercive methods leave negative residue. So this experimenter and re-evaluation counseling advocates strongly prefer to use the longer method of instructing and redirecting. Unfortunately this longer time needed was not well known initially in the experiment.

III. Unanticipated Consequences

Positive Implications

Several implications of the study were vaguely documented

and need more study. The first of these positive implications was that there was apparently less fighting with others outside the experiment. Another positive report was of personal satisfaction and subjects' awareness of making progress. This study corroborates the reported personal satisfaction that Nichols (1974) found with 22 adults who used emotional discharge. They liked this method and thought they made more progress than those who used another counseling method. When he further divided his groups into high and low emotional dischargers, he found significantly greater improvement on behavioral goals for the emotional discharge group who reported higher personal satisfaction. The 30 children of this experiment were not split into high and low dischargers. Further study along that line might prove fruitful.

Another seemingly positive implication occurred as the experiment neared April; many were showing more tolerance for each other by not inducing further negative emotions. During some of the early months of sessions, it was apparent that many children deliberately angered or frightened others, rather than providing the safe place for each other to think and discharge. This examiner's impression is that very often young people in schools were seen deliberately creating negative emotions such as fear, embarrassment, and pain, among other young people they knew in the school. Teasing of this serious sort was pervasive. Teachers never spontaneously mentioned the students having more tolerance for each other

and eliciting fewer negative emotions, but the subjects said that they were improving, and this was confirmed by their peers within the group. These effects were sporadic. There is no systematic information to support this.

Overall, the students seemed grateful for the encouragement to not repress their feelings. They liked the permission to emotionally cathart. This opening up or non-repression lead to a discussion of the limitations of the study.

Limitations

Although the experimenter and several of the colleagues who interviewed the two contact groups heard the subjects say they were grateful for the encouragement to express feelings through discharge, many subjects said that they wanted to discharge but could not. Some of the reasons for this inhibition were that they felt threatened by other subjects, and therefore could not easily discharge many of their feelings although they wanted to do so. Emotional discharge is not usually immediate. There apparently needs to be safety, trust, and some time to develop the experience of release. The emotional discharge seemed to come increasingly as safety and trust developed. For these children, after many sessions that involved pillow fighting for about 4 months of sessions and interaction with their potential co-counselors, the willingness to cathart increased. But many subjects never reached the point of catharsis even though, again, they stated that they desired to do so.

The subject matter that some students dealt with would restimulate old negative feelings in other subjects and this would provide new material to be worked on. More time was needed for thorough self exploration for each subject.

The above problems point to the experimental limitations created by

- 1) the small amount of time allowed by the school system for the Examiner (experimenter) to spend with the subjects;
- 2) the pressures created by too many students in each group.

These two limitations resulted in not providing enough attention for each child in the experimental group to develop the skills necessary to co-counsel with other students and to cathart in the group setting. Until the end of the study, subjects usually felt free to show only boredom and/or anger discharge. This delay held back the students' complete involvement in the re-evaluation counseling process. Chapter VII discusses the optimal size and setting of experimental groups.

In the early months of the study, subjects competed excessively to control other subjects in their group. This effort to control was unexpected and strained the experimenter's ability to deal with the phenomenon.

An important component in re-evaluation counseling is what is known as "holding a direction." This means that

between meeting times or counseling times, co-counselors are to use some kind of sentence or act to remind them of a course of action or direction in which they wish to head. In the present experiment it was difficult helping subjects hold a positive direction. The purpose of the direction was to prevent these subjects from getting lost in the familiar pattern of negative behavior. One way used to stimulate positive thinking was to contradict the negative pattern, e.g., "I'll keep thinking and studying. I can do great at this." The phrase was to be thought and repeated for as long as it continued to bring discharge. This seemed to take more small group instruction and practice than was done in this study.

As was previously mentioned, in the early months especially, many subjects deliberately angered or frightened others, rather than providing the safe place for each other to think and discharge. This experimenter's impression is that very many of the young people in the whole school deliberately created negative emotions. The subjects in the study were involved in this type of interaction prior to entering the experiment. This activity prevailed in the group sessions, while the experimenter was trying to counter-act the pattern through re-evaluation counseling instruction. If the groups had been smaller, it seems that this tendency could have been overcome more quickly.

Most of the subjects could not tolerate each other's

discharge until they had experienced their own in a warm safe environment. This intolerance of one another definitely hampered the quantity of discharge experienced in the experimental discharge Group I. The sessions contained many periods when the students seemed to need to cope with their feelings first in a physical way. After between 4 to 6 months, trust developed and they became more able to deal on an intellectual and verbal level. From September until February and March, it seems that extensive periods of pillow fighting should have been built into the experiment. In 1979, a Palo Alto R.C. report on children (Jackins) stated that this is a natural necessary period. Furthermore, in order to develop more trust and safety, "the important thing is that everyone in the group is expected either to pay full attention or to discharge, but not to drift off or withdraw," (Simon, 1977, p. 26). These young people became very impatient for their own turn, often yelling out for other children to hurry up or they got up and left the circle. Only very few consistently sustained attention toward their peers. Also, some of the ways that one child would have to work on something could be oppressive to others. Yet, teachers, who knew nothing about the contents of the experiment, did not complain about any acting out behavior of these subjects (either in Group I or II). Therefore these distractive behaviors did not carry over into the classroom.

The original plan was to collect data about the amount and frequency of emotional discharge. The discharge checklist was to be used and brought back. However, most of these school children were not accustomed to carrying around papers and keeping records. Many students had a pattern of simply not keeping the records. In actuality, the checklist served predominantly as a visual reminder of what discharge was all about. If this study were to be replicated, subjects' quantity of discharge would need a more accurate measure. Perhaps after each session, subjects could immediately keep a record of the type of discharge, and intensity during that session, and further comment about the previous week discharge rather than taking home records to be returned.

One other difficulty for the subjects was to remain silent most of the time while they were in the "counselor" role. In teaching the students to co-counsel, the experimenter asked them to listen to their "client" with warmth and awareness. In terms of what to say, as counselor, two things needed more emphasis: (1) "What are you thinking?" and (2) "How do you feel?"

More instruction in basic listening skills would have pointed out the purpose of restricting the counselor to basically those two statements. The students as counselors needed to be taught to focus constantly on whoever was client while restraining their own curiosities, fears, and impulses

to speak. If they could have accepted the assurance that they too would have an adequate turn to act as client, the co-counseling process could have proceeded more smoothly. Smaller groups would have allowed for the necessary personal attention needed to teach these basic counseling skills.

Although no research data was found to imply that subjects in this study were too young, their age may have been a limitation in this experiment. Group I did not listen to each other speak and this ability to listen may come more with age.

The setting used for this experiment seemed to overstimulate the group. The foam rubber cushions and pieces, about 50 to 60 in the setting, many tables, musical instruments including a piano, and about 40 desks piled up overall in various sections of the room seemed to distract the group from the tasks at hand.

Random sampling was expected to result in initial equality among the groups. Even though random procedures were followed in the selection of the total group of subjects and in the assignment of these subjects to the three groups, it was later discovered that the groups were not initially equal in their achievement level. In talking to all students in the 4th, 5th, and 6th grades in their individual classrooms, everyone except two or three students said they wanted to participate. As it turned out, only one of these had been chosen by the random sampling to participate and was eliminated.

In effect the groups then were composed of volunteers, who had also been randomly selected, except for one student. Considering the natural attrition in randomly selected groups, his elimination was not considered critical to the random makeup of the group. The question became whether or not to consider the groups to be volunteer or random. In this experiment, it was decided to treat the groups as randomly selected. Another experimenter may have proceeded as if with volunteers, and treated the data differently.

IV. Conclusions

The re-evaluation counseling system tries to mobilize human potential. Problems came from the fact that human potential was not easily mobilized in this experiment. The experimenter did not thoroughly activate emotional discharge so the post-test measures could not measure any effects, one way or the other on human potential. Perhaps this experiment could have provided a measure of some effects of emotional discharge if the catharsis process had been thoroughly activated in the subjects. Because it was not thoroughly activated, the experiment failed.

Re-evaluation counseling is a method that requires learning. Many randomly chosen subjects did not do the intense thinking and behavior changing that was involved in re-evaluation counseling. A commitment by subjects to do intense thinking and, during the experiment at least, to be

willing to change some behavior as long as it doesn't go against any moral philosophy, needed to be explained more fully to subjects as they entered the study.

A more definitive timeline was needed for this study. This study may have benefitted by starting the catharsis process after a longer period of instruction. Apparently a period of assimilation also was needed after the instruction in catharsis is finished and before the post-testing begins.

Chapter VI

AN ANALYSIS OF LIMITATIONS OF THE EXPERIMENT

In Chapter V, reasons for the overall failure of this experiment and recommendations were stated. This section will analyze the limitations of the present experiment. In Chapter VII, specific proposals will be made for correcting the limiting conditions of the experiment.

The first of these very basic problems was school related limitations. These include scheduling and creating safe conditions for emotional catharsis. The second area was the limitations of re-evaluation counseling. These include the need for more trainers; the need for a readiness experience; the process of verifying emotional discharge; doubts about the applicability of RC; and the characteristics of RC participants. The last area was the experimental design limitations. These include the age of the subjects; the random selection of the participants; external validity; size of groups and subgroups; separate training for males and females; treatment schedule; and pre- and post-testing.

School Related Limitations

The problems of working in schools led to frustration and difficulty in this research. It is hoped that a discussion of these, one at a time, will help future researchers.

Scheduling. One problem was the school's scheduling priorities. There were two aspects to this. One was the day to day activities scheduled within the classroom. There were times when the teachers were reluctant to let students come to their sessions if they were in the middle of particular tasks. On the other hand, sometimes students were in the middle of projects which they did not want to leave. The other aspect of scheduling difficulties was the overall yearly plan of the school in regard to the school calendar, such as vacations, holidays, and mandated testing. As a result, more than a month went by between sessions for some students. Absences by these students prevented cumulative familiarity with Re-evaluation Counseling. The strongest possible commitment from students and teachers to attend regularly should be obtained. In the present experiment, attendance was sought but left more to the option of the teachers and students. Other locations with greater flexibility in scheduling might even be considered for conducting the study such as mental health centers, local "Y", private schools.

Creating safety for emotional catharsis. School realities simply do not allow for open physical and vocal expression. Catharsis is often a noisy situation presenting many problems in a traditional school setting. In the schools, yelling and crying gets coupled with the esteem of the participants when they later face their friends on the playground or in other

places. Many of the participants were afraid of taunting by students who may have overheard their crying and shouting during the catharsis time. In the present experiment, students did not do enough catharting because they were fearful of peer pressure. Until near the end of the experiment they did not feel safe enough to cathart much beyond talking and laughing, with some yawning, stretching, and yelling. Trainers and assistants would need to create conditions of safety early in the experiment to overcome their fears. Once safety from actual taunting and breaking school rules is secured, the fear of taunting and the fear of breaking school rules may remain. This is not to imply that school rules should be broken, but rather that rules have different applications in different settings. The general rule, for example, is don't yell and scream at school. But is it acceptable to yell at ball games and certain types of assemblies. Role playing of appropriate responses to anticipated taunting would hopefully reduce some of the fears.

In summary, means would have to be found whereby the limitations of scheduling and the fears of teasing are handled. This may require either greater commitment to regular attendance, finding another setting, or making adjustments in the school setting to control these impediments.

Re-evaluation Counseling Limitations

The single counseling training was overloaded with the task

of teaching R.C., encouraging catharsis, as well as the detailed observations needed. With only one counseling trainer, there was no opportunity for discussion of the meaning of observed behavior to determine if catharsis was occurring or not. A future experiment should provide more trainers who can monitor behaviors and meet regularly to clarify the relationship between the observed behaviors and the catharsis process.

Re-evaluation counseling suggests that participants be drawn from a pool of children who have gone through a period of safe pillow fighting, as reported by Jackins (1979) after this experiment. During this experiment it was as long as six months before all Group I treatment subjects no longer gravitated toward pillow fighting, although some gave it up earlier. Group II did not pillow fight even though the pillows were in the room, because the experimenter told them not to do it.

In the suggested experimental time-line which will follow, a structured readiness experience is suggested with smaller groups and an assistant. It may be that any good play activity involving large muscle movement would suffice as a readiness experience. Because of the possible cathartic nature of the proposed readiness activities, any future experiment may want to have two placebo groups; one with readiness activities preceding R.C. instruction, and one without readiness activities preceding R.C. instruction.

The reason readiness activities will be placed in the proposed chart is to insure that Group I and Group II have the

same type of contact times with the trainers and assistants except for emotional discharge. Maybe it should be reiterated that Group I subjects are the ones that initiated the pillow fighting, which in the time line will be called "readiness experience." Future experimenters will have to grapple with questions such as how much catharsis is involved in ordinary large muscle body contact play activities. Then they can decide whether or not to introduce non hurtful pillow fighting, and to which groups.

The Issue of R.C.'s Applicability. People similar with the present experiment have questioned the need for catharsis training. The effectiveness of catharsis training may be related to specific environments. To what degree did the reluctance of the children, expressed in various kinds of acting out and defensive behaviors, express their own rejection of the process being superimposed on them? Re-evaluation counseling instruction assumes that acting out, defensive behaviors are a result of being restimulated to unconsciously remember interruptions by parents and other adults which interfered when the children tried to naturally cathart. For example, when well-meaning adults in the past said "Why are you shaking, what's the matter with you?" "don't cry," "be quiet," etc., a conflict arises when they now enter re-evaluation counseling training as to whether to follow the new directions or the previous parental restrictions.

Characteristics of R.C. participants. Although R.C. was discussed in relation to various therapeutic methods, it is not primarily a method of psychotherapy, but rather of self enhancement. It is a process of re-evaluation of people's feelings about themselves in relation to others around them. It is presented as a counseling process for the general improvement of self-esteem and enhancement of relationships with others, resulting from emotional discharge. It is not aimed at the correction of more serious emotional problems. In the ongoing re-evaluation counseling communities, leaders caution against the inclusion of seriously disturbed people, because lay people are doing the co-counseling. One of the criteria in admitting people to re-evaluation counseling is that they can give good attention to other people. As such, it is directed toward the enhancement of living for "normal" people, such as the students in the study.

Experimental Design Limitations

Age of subjects. Several of the difficulties with the present study are related to its design. The first of these to be discussed concerns the age of the subjects. There was a question of whether or not children of this age would give substantial data. These young people had difficulty keeping simple records of their own emotional discharge. Theoretically, children of this age could generate important data mainly because they may have less accumulation of distress than adults.

Also, as material presented in Chapter II suggests, there are no known problems related to using young people nine years and above in an experimental procedure. If Jackins is correct in postulating that young people are less distressed, by virtue of not having had the time to accumulate as much hurt, there should have been faster progress and more data that would differentiate between groups.

In addition to the problem of data collection, there is the attention span factor to consider. Since most young people have shorter attention spans than most adults, age may affect the scheduling and length of the treatment and instruction sessions. For this particular age group, for example, an extended preliminary training would be advantageous. For older age groups this may or may not be necessary. Once the treatment itself starts, different ages may respond differently to the same amount of treatment. Actually, future studies should use a larger variety of ages to collect data to find out what difference age does make.

Random selection of participants. Random selection did not result in equality in the groups at the beginning of the experiment. The statistical probability of matched groups with total random procedures is likely to occur, but not with certainty. Total randomness is even less certain in an experiment such as this that depends upon a combination of randomness and volunteerism, usually mutually exclusive terms.

In this study, as discussed in Chapters II and V, random procedures were followed in the selection of the students from the total population and in the assignment to the various groups. The natural attrition may have affected the equivalence of the groups without any way to verify. When this non-equivalence was discovered, it was too late to reassign the students. This was a limitation that affected the validity of the results, because the data analysis no longer was based on equivalent groups. It is suggested that a new experiment should not begin until a pre-test check is made on the population on one or more variables to insure that a greater degree of equivalence exists among the groups.

External validity. In the school setting where this experiment was conducted, there was a variety, but not a full range of all socio-economic classes and other dimensions in the sample as described in Chapter III. This use of only one school setting could be said to have restricted the range of the subjects chosen. Therefore, it might be better to conduct simultaneous experiments with co-experimenters in other settings. Inclusion of a greater variety of socio-economic, religious, and ethnic environments should provide more data from which to generalize.

Size of groups and subgroups. In order to assure statistical validity with at least thirty subjects in each group who remain throughout the whole experiment, and to provide subgroups

small enough for personal attention during catharsis, four subgroups of twelve would need to be formed initially for Groups I and II. The control group should also contain forty-eight subjects in its initial make-up. This number of forty-eight in each initial group would seem to allow for expected attrition.

Training for males and females. Separation of the males and females may be preferable from the very beginning of the experiment. Separate training would prevent the negative behavior between boys and girls which seemed to hinder instruction and discharge. When females and males were separated, emotional discharge increased in both groups.

Treatment schedule. The bi-weekly treatment schedule was not frequent enough. The cumulative effect was lost because many students seemed to start over in each session. Basic ideas were forgotten in the interim. Weekly sessions are recommended.

Pre and post assessment. As has been discussed in the section on random selection of participants, there is a need for more pretesting to assure equality between groups. In the present experiment, only the Comprehensive Test of Basic Skills was used as a pretest. On the other hand, the Comprehensive Test of Basic Skills, the Vineland Social Maturity Scale, the Draw-a-Person Test, and a closed and open questionnaire were used for post-testing.

In pretesting, an achievement test would provide a cognitive measure. Sociograms from the regular classes and a pre-experimental record of frequency of fighting would give affective components. Questionnaires should be given to significant others such as teachers, parents, and peers. If questionnaires were used before and after the experiment, the presence of change for each subject could be evaluated. These additional procedures would add another experimental dimension to judge the efficacy of the variables being studied.

For posttesting, appropriate measures of the effects of the treatment are essential. Given increased treatment time, the measures used in this present experimental test battery still seem appropriate for any future experiment. However, other avenues should also be explored. For example, records might be used to see if hitting with pillows in a safe environment decreases the frequency and intensity of fighting on the playground or at home.

The self-worth response scale (Thomas, 1979, using the Draw-a-Person), should be augmented by another measure of self concept. Other questions should be asked in an open-ended interview. For example, if discharge is supposed to bring about more cooperative, affectionate, and rational behavior, perhaps instruments for level of cooperation, affection, and rational thinking should be developed and pre- and post-tested in a future experiment across groups.

The construction of a good closed questionnaire is

extremely difficult. An advantage of the open questionnaire is that it allows the student the freedom to report on a larger variety of changes, if they have occurred. The closed questions have the advantage of being more easily quantified for comparison of results. In a closed questionnaire, however, it is important that the response choices are sharply delineated. Future experimenters would have to choose the method that suits their situation best.

Post-testing to see any effects of the treatment must be delayed until the subjects are able to discharge. Once they can discharge well, they will need to be doing it for a period of time before the post-testing would be able to discern any changes.

Summary

The preceding discussion of the three types of limitations that were found in this experiment seem to combine to suggest that a less formal, less structured and constricted setting than that possible in a traditional public school would be preferable. Within that setting, experimental limitations need to be minimized.

The main question about the efficacy of emotional discharge has not been answered. An improved version of this experiment may answer this question. Careful consideration should be given to the time-line in the next chapter to prevent the problems that were encountered during this experiment.

VII. PROPOSED TIME-LINE FOR REPLICATION OF EXPERIMENT

In order to clarify the recommendations that have been discussed in the previous sections, a time-line chart for a replication of the experiment is presented (see Table 17). Since this research did not work as planned, the following time-line contains improvements in the experimental design to eliminate the factors that led to failure. It includes five major sections: 1. Preparation of Trainers and Assistant Trainers; 2. Selection of Subjects; 3. Treatment Phase; 4. Post-testing; and 5. Analysis of Data. (The numeral headings correspond to the numbers on the time-line.)

1. Preparation of Trainers and Assistant Trainers

This experiment would best be conducted in a city in which there are people already participating in re-evaluation counseling relationships. The co-counselors could be invited from people who already know the basic tenets of re-evaluation counseling and who have been co-counseling long enough to use discharge effectively themselves. This allows for eight principal trainers and assistants plus two alternates to substitute in case of illness.

About an eight week period of instruction of 2 hours per week in the experimental methods to be used with the subjects can now begin. They should be learning how to communicate

	Minimum 8 weeks	Approximately 8 weeks	Minimum of 7 months		
	1. Preparation of Trainers	2. Selection of Subjects	3. Treatment Phase	4. Post Testing	5. Analysis of Data
Trainers (n=4) and Assistants (n=4) Substitutes (n=2)	2 hours of class per week and 1 hour each way of co-counseling to continue through out experiment. Trained in R. counseling tech- niques and how to teach them.	→	TRAINERS AND ASSISTANTS Continuing in co-counseling minimum of 2 hours per week adult to adult. Review and planning meetings with director of experiment! Each pair of Trainers works with one Group I and Group II		1. Tabulation 2. Computer Statistical Treatment 3. Interpretation of Results
Readiness Instruct- ion and Emotional Discharge Group I N=48	n=12♀ n=12♀ n=12♂ n=12♂	a. Random Drawing of Subjects From Total Population	GROUP I Readiness Experience R.C. Instruction Discharge and Co-counseling	1. Achievement Test 2. Measures of Self-Esteem 3. Measure of Amount of Fighting 4. Measure of Popularity or Sociogram done with the whole class	
Readiness and Instruction only Group II N=48	n=12♀ n=12♀ n=12♂ n=12♂	b. Student Commitment Secured and Letter Sent Home to Parents and returned.	GROUP II Readiness Experience R.C. Instruction Structured Time with Trainers		
No contact control Group III N=48		c. Pretesting--Include Measure of Amount of Fighting and factor to insure Equality Between Groups. Do a sociogram d. Analysis of Data to insure Equality Between Groups e. Final Assignments of Subjects to Groups	GROUP III		
Pre and Post Testers--Separate from Trainers and Assistants (Blind)	Training for Pretesting		Training for Posttesting	Administra- tion and Scoring of Post-testing	

re-evaluation counseling theory and practice to young people. Trainers should communicate the whole re-evaluation counseling format to Group I. To Group II, only the cognitive content of re-evaluation counseling should be communicated. Then the trainers should be instructed in how to handle the remaining time with the subjects. Both groups would receive essentially the same instruction on the cognitive content of re-evaluation counseling theory. The implementation of the two basic rules of not hurting oneself or another person would be taught to the trainers and assistants. Some rather specific lesson plans for this instruction should be developed. Plans then should be developed to introduce Group I to the practice of emotional discharge. Another set of plans would be generated for the neutral activities that Group II subjects would engage in for the same amount of time that Group I subjects devoted to emotional discharge during each session. At the close of the eight weeks, the trainers and assistants should have in hand uniform lesson plans for the first five or six sessions with the subjects. Later plans could be developed in the weekly review and planning meetings during the treatment phase.

2. Selection of Subjects

a) Random drawing

From a total population of all students in grades 4-6, 144 subjects should be drawn randomly. This number allows

for 48 subjects in the three major groups. Within Groups I and II there should be four subdivisions of twelve subjects each. At this point, for Groups I and II males and females will be placed in separate subgroups. The resulting subgroups may not contain exactly twelve subjects, but they would probably be close. If not all of the randomly chosen subjects did volunteer, it would seem to be necessary to continue drawing from the pool until a total number of 144 volunteer subjects are obtained. Subjects could be randomly assigned to the three major groups and again randomly placed in the subgroups within the major groups. Each subgroup should be assigned to a trainer and assistant during the treatment phase. The size of groups allows for some attrition of subjects and still leaves a viable working group of 8 to 12 people. From the very beginning of the treatment, this numerical arrangement would provide for both closer contact and better supervision of the subjects than in the first experiment. This should provide more reliable data.

Before any testing is done, the full statistical treatment should have been decided upon in the experimental design. Various testing options to be considered are: (1) minimal pretesting and full posttesting to eliminate contamination that pretesting introduces. This method is based on the relatively new assumption that random sampling results in statistically equal groups, (2) full pretesting and posttesting. This method makes it easier to verify the equivalence among

groups. The disadvantages are the greater efforts required for pretesting and possible contamination of the posttesting results because of familiarity with the tests. For the purposes of this time-line, the experimenter is suggesting the first option with an appropriate statistical treatment pre-planned.

b) Permission to Participate

Several ways of informing the total student population of the existence of the experiment are possible. In the first experiment, the examiner went from classroom to classroom and asked only for those who would be willing to be a part of an experiment. They were told that some of them would leave the room, meet with the experimenters to learn something. Some of these people would be asked to use what they learned, and the others would be asked to learn it, but not to use it. There would be testing at the end to see if there are differences between the people in each group.

In a replication, potential subjects in this initial encounter should be asked to volunteer only if they are interested in self growth. That term should be explained to them and they should be informed of pre-testing as well as post-testing. Letters to be taken home to parents could then be given to those subjects who raised their hands as volunteers, and who have been randomly selected. When the parental permission letters are returned, the pre-testing could begin.

c) Pre-testing

For the replication of the experiment the pre-testing would have two goals. One would be to measure the amount of fighting in which the participants engage prior to the experiment. If reduced fighting is one of the anticipated outcomes, this would give a measure of its pre-experimental occurrence. Some method other than, or in addition to, self reports from the participants would be preferred. An overall rating by teachers, a principal's discipline log, or some such procedure would be preferable. On this fighting dimension, approximate equality among the three groups would be desirable.

The second goal would be to insure equalizing as closely as possible the dimension of general ability. Some measure of achievement or general ability seems logical because of the cognitive learning required in the treatment phase. Since there has been a decline in the use of group intelligence testing, the best way to verify equality would be similarly in the range of achievement in both language arts and math.

d) Analysis of Pre-testing Data

Quick access to the pre-testing results would be essential, because the earlier the final composition of the groups can be determined, the more time would be available for the treatment phase. Assignment to the three groups by random sampling should result in essentially equal groups. However, if this

does not occur, the next step would be to make an adjustment by repeating random assignment of subjects to the treatment groups. These same subjects would be used, without going back to the original pool of subjects.

e) Final Assignment of Subjects

Now that statistical data has insured equality on two dimensions, one cognitive and one affective, because of randomization, it should be all right to assume equality on other, nonpre-tested dimensions. With the final assignment of the subjects to groups and sub-groups, the treatment phase could begin.

3. Treatment Phase

a) Trainers and Assistants

During the treatment phase the trainers and assistants would meet regularly for co-counseling outside the contact with the subjects. The director of the experiment should probably meet with these people on a weekly basis to monitor what is happening in the groups and the collection of data. These sessions can deal with such questions as what is happening between the students, the gathering of anecdotal records, insuring uniformity of treatment, any problems with record keeping, etc.

Trainers and assistants would be divided into four pairs, to remain together throughout the treatment, except for illness. Each pair would work with one small group in Group I

and another small group in Group II. They would not be rotated.

b) Group I

Each session would be approximately 45 minutes in length.

(1) Readiness Experience--For the first portion, probably ten or fifteen minutes in the beginning, it would be structured so that the subjects would play with each other in the form of pillow fighting or another type of traditional play activity such as dodgeball, drop the handkerchief, or any of a number of games. Whatever game would be chosen, these two rules are necessary: Do not hurt yourself; and Do not hurt another person.

(2) Re-evaluation Counseling Instruction--The agreed upon lesson plans would be utilized for the lecture portion to teach the theory of re-evaluation counseling. Group I would have demonstrations accompanying the instruction. For example, when these subjects are informed of the discharge of grief being predictably seen through tears and sobbing, the trainer would ask if there is someone feeling some sadness now. That subject would be asked if he or she would be willing to work with the trainer to get rid of this sadness. The techniques to allow and encourage the catharsis would then be used. The same procedures may be used for teaching the discharge of light and heavy anger and fear, boredom, embarrassment, and tension. In Group I, therefore, there would be a constant intermingling of theory and practice. Subjects

should be asked not to talk to non-group members about anything that occurs within the group. Confidentiality should be stressed.

(3) Discharge and Counseling--The discharge and counseling portion would probably gradually take up more of the session time as the treatment phase continues. By observing demonstrations of co-counseling the subjects would learn how to model the counselor in the counselor-client pairs which would later be formed. This would eventually allow for greater time for emotional catharsis for each subject. This co-counseling should begin as early as the subjects are ready.

c) Group II

(1) Readiness Experience--The same procedure used for Group I would be used with Group II. Thus the readiness experience would be equivalent for both groups.

(2) Re-evaluation in Counseling Instruction--The way in which the instruction is conveyed would be different from that of Group I. The material would be presented on a cognitive level only with no opportunity for practice. The same conditions of confidentiality established in Group I should apply to Group II.

(3) Structured Time with Trainers--Following the instruction, the trainers would supervise the neutral, non-counseling, non-discharge activities of the Group II

subjects. Some of these activities might be to read a library book, study a subject, complete homework, play a table game quietly, etc. Each subject should choose any of these activities until the end of that session. The trainers and assistants would be available to answer questions and keep order, but would not actively interact with the subjects.

d) Group III

These subjects would go about their regular school classroom activities. They should not have any contact with the trainers and assistants.

e) Training for Post-testing

At least two or three sessions of training the post-testers should be scheduled before post-testing begins. If at all possible, these people should be the same ones who conducted the pre-testing. The group assignment of each subject should be unknown to the post-testers. Any question(s) that might identify a subject's group assignment should be placed at the end of the post-testing battery.

4. Post-testing

Any replication of the experiment could involve different tests than were used in the present experiment. It is suggested that the post-testing battery contain a general ability or achievement test, measures of self-esteem, classroom sociograms, and some measurement of the frequency of

fighting after the treatment phase. Time and appropriate setting for both group testing and individual interviewing would be needed.

5. Analysis of Data

It would be necessary that the statistical treatments on the tabulated data be decided upon before the experiment ever begins. As the statistical analysis of the data is generated, the experimenter would want to call upon advisor or knowledgeable associates to help in the interpretation of the results.

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APPENDIXES

- A. Letter to Parents of "Volunteer" Subjects
- B. Checklist of Emotional Discharge
- C. Synopsis of groups and anecdotal records--dated
 - 1. Experimental Discharge Group 1
 - 2. Instruction Only Group 2
- D. Test Battery
 - 1. CTBS (not shown)--math and reading total standard scores utilized
 - 2. Draw-A-Person Test (Goodenough)
 - 3. Vineland Social Maturity Scale (Doll)
 - 4. Self Concept Sentence Completion
 - 5. Interview (Fried-Roberts)
 - 6. Social-Content Teaching Inventory (Spier)

APPENDIX A

September 5, 1978

Dear Parents:

Your child has volunteered to be a part of a study. I will be calling you in April or May to give you the results of the Comprehensive Test of Basic Skills and to ask you some questions about their social maturity.

Please let me know if this is not acceptable. If you have any questions, please call Dora Garcia at 366-7257.

Sincerely,

(MS.) Drina Fried-Roberts
School Psychologist

APPENDIX B

The following checklist was developed and used by Group 1, the Emotional Discharge group. It was not as systematically used by the students as was originally designed. However, children would ask for them to take home. Only some would bring them back. With these young people, a system of checking off certain quantities of discharge was not attained.

date _____

CHECKLIST

classroom _____

119

Mon. Tues. Wed. Thurs. Fri. Sat. Sun.



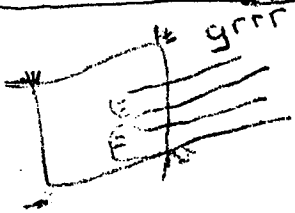
Hi,
Talking is not
boring

rid of boredom



Ha
I'm a little
angry about...

rid of irritation

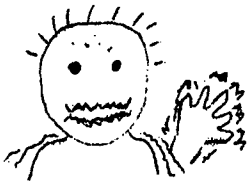


rid of deep
anger
(feels warmer)



Ha Ha

rid of little
fears and
embarrassment
(feels colder)

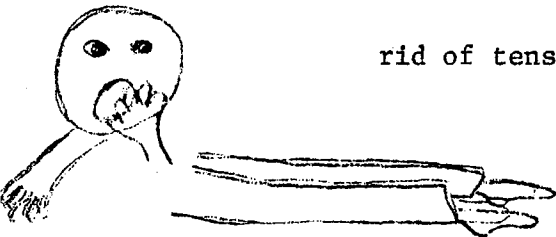


rid of fear
(feels colder)



Waaa

rid of grief



rid of tension

This was used as a positive direction for Group 1 (Emotional Discharge). It was read, discussed, and hopefully acted on.

What to do all the time from now on:

APPRECIATE YOURSELF -- *out loud, without any reservations*

- ...Appreciate yourself with appreciative, positive words
- ...Appreciate yourself with a proud exultant posture
- ...Appreciate yourself with a pleased, happy expression on your face
- ...Appreciate yourself in a happy, pleased ("foolishly smug") tone of voice

Tell whoever or whatever is with you of the elegant, exquisite nature of the *real you*!

- ...Tell your co-counseling group
- ...Tell your co-counselor
- ...Tell your friend or friends
- ...Tell your spouse, children, and parents
- ...Tell God
- ...Tell the mirror, tell the steering wheel, tell the fence post

WHY:

- You will discharge
- You will act rationally
- You will hold to a good direction
- You will emerge from old dependencies
- You will take charge of your life

APPENDIX C

The following anecdotal records give a holistic view and can provide a way of looking at results. Its organization is chronological. This appendix (C-1) is only for the Treatment Group (1) that received instruction and also was to use the process of Emotional Discharge.

APPENDIX C-1 GROUP I - ANECDOTAL RECORDSEMOTIONAL DISCHARGE GROUP

- 9-26-78 Group 1: Theory as per Chapter 1 in as sample language as possible, an Introduction to Re-evaluation counseling was given.
- 10-10-78 This instruction continued. However, they were and also told the purpose of the project was to test whether or not this emotional discharge stuff worked or not (i.e., helped free their intelligence, better natures, cooperativeness, lovingness, etc.). Unfortunately, when discharge for each emotion was enumerated, many would loudly act out the discharge (WAAAA, WAA,! --run after each other with pillows to hit each other, etc.). It was too loud for the others to hear over, and order was very chaotic. The experimenter thought it was necessary to keep the random sampling property of the experiment, and therefore did not feel at liberty to exempt the 1/4 or so who were over-stimulated when in the group.
- 10-24-78 The checklist for Discharge (see Appendix B) was designed in the presence of the subjects to aid their understanding of the catharsis process we were aiming for.

- 11-7-78 Group 1 went over the checklist for discharge (see Appendix B) started two-minute interviews with each child. It was "impossible" for most children to keep their attention on the child being interviewed. After the Questions reminded them of answers they just "had" to speak out or they would blurt out "hurry up!" to the child whose turn it was, which is an invalidation toward the focus child; thus decreasing the safety of the group for each other.
- 11-28-78 Group 1: Some are starting to catch onto the co-counseling idea rather than going at each other with the pillows. Some (of course?) aren't and those others are saying "kick them out!" -- "slap them!". I just keep saying, "It's not my style--people are not for hurting--underneath they would like to be and are cooperative, intelligent, likeable." But something's in the way. We can't hurt them. And we can't let them hurt us. One boy's hand did get hurt today. The boy who pushed him said he'd pushed him. We counseled until the pain stopped. They ended up naturally apologizing to each other, without my asking them to do it.

12-5-78 Agenda Presented Group 1 on the blackboard:

1. News and Goods
2. What feelings are "on top?"
3. What is the thought that goes with the feelings when you ask yourself--
"What feelings stop me from being...

really great at reading and
writing all the time?

excellent at math all the time?

a fantastic creative artist?

have a great, kind, nice, interesting
mature personality?

12-12-78 In Group 1, three girls asked to read the co-counseling manual. Tried to get the group to pay attention to new and good things going on in each of their own and the others lives. The boys still think it's good to hurt one another and put each other down. I counseled with one especially trying to get him to say the opposite (hates girls--I offered that they like girls but they're scared, or were hurt by them, that's all). Today, there were spontaneous hugs--more friendliness in a closing circle--one boy said I was the nicest person he knows (which surprisingly enough made me feel a little bad--for these children).

Closing circle--I told them they were not
being good enough to themselves.

1-2-79 Much unorganized discharging with a few more people (boys) committing themselves to not hurting others--or themselves. Some are very perceptive. No heavy discharge. Spoke of real discharge vs. "acting out" discharge. Two girls asked for a session just from me.

1-16-79 E_D Group 1. Too much commotion--not listening to an instruction tape the experimenter compiled--getting distracted. Saying they're bored--randomly discharging--not able to get them to work on the specific goals of helping each other through being each others co-counselor. Not yet through the rough housing, but they are not actually hurting each other. Apparently some need the large motor movements and are acting out what has been done to them in the way of being hurt. Some subjects said "Spare the rod, spoil the chld--and we're spoiled." You should use discipline.

Experimenter: "Okay, but not paddling."

Subjects: "Yelling..."

Experimenter: "But they only behave for a few moments."

Subjects: "I spoke with three after the others left. Each time in the small groups, a little progress seems to be made."

1-23-79 E_D Group -- Played the 1-16-79 Instruction tape. Fair to bad success at keeping their talking to a whisper during this. About 6 boys and 2 girls still needed to use the foam to throw, toss at each other. One boy said I hate learning and only could imply that the last time he remembered liking to learn was when he learned to crawl. One girl remembered Kindergarten. One boy said this is the first year he doesn't fight anymore. (In the group he once said he wishes he was "super-man, bouncing all over the room.") Others (2 girls, 1 boy) are asking to read the co-counseling manual. Two other boys demanded to be given the "blue book," (co-counseling manual) but didn't really seem ready so I didn't offer two for them to take home. Some of the 17 do go back to class if I can't control them; I feel it's not benefiting. Each week start over. Primarily their discharge is violent movements but no one is hurt--no person is contacted during the movement. They all know the value and safety of being gentle even though they have violent expressions on their faces. They're ready now and willing to talk about goals in the future.

1-30-79

For Group 1, this was placed on the board:

Rule: Raise your hand if you will accept the rules.

- 1. Don't hurt yourself.*
- 2. Don't hurt anyone else (that includes teasing).*

They all raised their hands.

This should have been done at the first meeting.

Two dismissed for playing the piano and being disruptive.

Choose One Group: 12 people

1. Silent pillow pounding and resting with yawning and stretching while thinking about what you need to do to become a great learner (n = 9).*
2. In a circle with Ms. Roberts to do co-counseling groupwork (n = 2).
3. Return to your classroom and get rid of your negative emotions when you feel them or later when it's safe or okay to do it. (n = 0).

Take a discharge checklist, fill it in during the next two weeks. Return it to Ms. Roberts.

*Two I dismissed early for playing the piano and being disruptive.

2-13-79

Group 1 was still too large for me to control for successful discharge conditions. Others get bored, begin talking and cannot listen to the person whose turn it is. "Hurry up, hurry up"

they'll say to one another. "I want my turn."
About 5 to 8 people in each group would be ideal, once every week for 45 minutes to an hour. They're learning, unfortunately the hard way, that "when someone hits you and you hit them back you just teach them how to hurt you more later or someone else the next time."
Three took their turn and chose to use a long ruler to hit large foam.

Suggestions were made to say to children outside the group who might hit: "Instead, hit something soft and not alive. When you hit me, I get mad and have to stop myself from hitting you back. Don't hit, it hurts and people aren't for hurting."

One of the boys said today, "It's not like that on television. They hit so hard...etc."

2-27-79

Broke up the older group into male/female for the first time today. (Complaints from subjects had been "too many" children distracting each other--not able to give attention, and saying "If we could only get the boys out of here.")

Four of them--each took a 9 minute turn--one worked on being embarrassed on stage in a play.

Two very out acting boys--took their turn okay--but had a hard time giving attention.

Nine of them came--each took a five minute turn with varying amounts of success. Mostly news and goods, work on something, and some of what they are looking forward to. However, I was able to keep control this time and for the first time--people--almost all or all said they felt better and felt as if they had other people's complete attention. I dismissed people after their turn if they couldn't pay attention to others.

2-27-79 Due to splitting the Group 1 in two, one going from 10:30 A.M. to 11:30 A.M. for the first group of boys, necessitated encompassing their 10 minute outdoor recess. When the bell rang, they looked up in surprise to me "It's recess!" I nodded, wondering whether the 4 boys would ditch the session. "I'm staying," said one, "This is more fun than recess." All stayed. I must admit that this has not been fun for me. But as I remembered this remark, it was a nice thing to have happened. And maybe speaks one plus for the process. Actually, throughout the experiment students often commended that they were lucky to be here, want to come, were disappointed when their group wasn't scheduled to come. They tried to get each other to listen better to each other. Overall, however,

I often felt I was getting nowhere. (But that may be my own "hopeless pattern" showing).

3-13-79 Group 1, second half, met with the nine boys for the first time separately. They each took three minutes--then some took 1 more minute. They spoke of their sports and fighting. Most were competitive--spoke of trouble they'd gotten into. Semi-punching each other, some roughness, but with fewer were more easily controlled, and really weren't trying to hurt--some name calling occasionally as each one took their turn and others would often interrupt. Only a few boys forayed into letting themselves begin to feel, let alone discharge and then seemed to retreat as they looked at the others to see if support was coming. But the watching boys didn't seem able to give good support to the focus person. Met with the girls, about 7 of them, for the first time alone. They spoke of hurts in their families, brothers and sisters more loved than they. More theory was given, two cried--we danced in a closing circle at the end. It was a friendly group. At the end, one said "we never cried when the boys were here 'cause they'd call us cry-babies." The tears were always there--

safety was so important. The girls were able to be supportive to each other.

- 3-13-79 Impression: There seemed to be a marked change when the E_D group was divided into two, male and female. The talk changed from diffuse anger with the present school situation:
- a) The males are beginning to speak proudly of their sport accomplishments; speak of girls in a rather ooh-la-la and/or unbecoming manner. But at least girls weren't around to be hurt by it. (When one boy wanted to speak nicely of a girl he liked, the others darted verbally in to put her down.) The boys were rather competitive and most "could not" follow the direction that "other's talk will remind you of your own stories. That's nice, 'cause you'll want to tell those stories too--but when it's your turn...not right then." Interrupted boys would semi-punch or say shush and try to regain attention during their turn.
 - b) The girls also had trouble listening, but for whatever reason, had less trouble than the males did holding in impulsive talking. Their content turned toward brothers, sisters, marital status of parents, their health and hurts such as fear of mother dying.

- 3-20-79 Group 1 each took five minutes to tell of News and Goods, minor irritations, things they wanted to work on, and ending with what they're looking forward to doing. It's difficult to say what effects it had. Discharge was in the form of talking, some blushing, short bursts of laughter.
- 3-27-79 Group 1 boys--each person (minus two who left--one too disruptive, the other for a track run) got five minutes of attention they were asked:
- a) Tell us a very early pleasant memory
 - b) What is something irritating that happened
 - c)
 1. Anything you want to work on
 2. Praise yourself
 3. Any feeling you have that you want to get rid of
 - d) What are you looking forward to.
- Each boy eagerly took his turn, many (5) asked for more time, but there wasn't any the way the time worked out. Two boys asked for another checklist. But they are not returning them. And 2 boys are sharing a co-counseling manual.
- 3-27-79 Essentially the same process with the girls--some feelings off--but the five minutes for each of the eight hardly seemed enough. Three expressed disappointment that our next session would be the

last. They talked about wanting to continue next year.

4-27-79 Group 1: Closing session with a few of the females. They chose the emotion they wanted to discharge and we counseled them to direct their attention on a time they were sad (half chose "rid of grief"). We worked through--all were able to cry--after much laughter and face covering and checking safety with the other girls ("You sure you won't go back and tell the class?") Following the session, one said, "now I can talk to (the girl who listened to her) better than I could even talk to my mom. She (her mom) don't got the time." All wanted to meet more like this. At the end, techniques were used to bring their attention away from the hurt experience onto something pleasant.

APPENDIX C₂

APPENDIX C₂

GROUP 2 ANECDOTAL RECORDS

INSTRUCTION ONLY GROUP

The following anecdotal records provide a chronological way of reviewing the week to week sessions with Group 2. This Group received the Instruction only. They were asked not to use emotional discharge, but only to understand it and its goals.

9-19-78 First meeting of Group 2. Conducted by Drina Fried-Roberts consisted of an overview of the R.C. Theory. (See Chapter 1.)

The thirty-nine participants lost 3/4 of an hour of classroom instruction that the others received. They were asked not to discuss the information with anyone outside the room. They were instructed to learn the information that was given, but not to do it--i.e., not to use it, just learn and understand it. The reason given:

They seemed to understand the explanation that there would be other children who would be learning it and using it. We wanted them to see "whether to learn it without using it" is enough to help people use their enormous potential intelligence.

- 10-10-78 Second Meeting of Group 2. Half met at 11:15 and half met at 1:30. Questions and answers about the theory, emotional discharge, and the levels and goals were re-explained. Several children asked questions like: "Do you mean it's better to talk about it if you're scared?" "What do you do if you see someone crying?"
- 10-24-78 Told them about validation; gave them three
and examples then asked them to name how they would
11-7-78 spend the time here with me. Because there was
need for each group (1 and 2) to spend equal
amounts of time with the experimenter, it was
decided to suggest they bring something of their
choosing that "would do them some good."
Planned with those attending what they would
be doing during our time spent. Homework, read-
ing, checkers, cards, monopoly, games, were
their choices.
- 11-14-78 There were desks piled and stacked in the room
(the room is the Instrumental Music Room and
athletic foam cushions are stored there). Three
drew on the board, some rested, talked and
relaxed, played the piano, the bass fiddle
(requirement that it be pleasing to the ear,) pictures were drawn.

The examiner mingled with them, talked about nothing specific.

In actuality, they were doing some natural discharging--and there was no way I knew of then to stop it.

11-28-78 Group 2 brought homework to work on, books to read, worked at the blackboard, quietly conversed, they were mostly attracted to the upturned and pile of desks and ping pong table area. There were 13 today, but it was difficult for them to keep very quiet. But in general the noise level was low; discharge was not encouraged but they were treated with utmost respect and each was expected to treat the others with respect. They wanted, however, to talk with me and with each other.

12-12-78 The Group 2's are definitely easier to handle than the Group 1 groups. I tell Group 2 more of the theory and repeat parts they've forgotten; then they do their activities--they're allowed to talk softly, play the piano softly.

1-2-79 Group 2: I review emotional discharge--then put them on their own in the room to play the piano or cello, read a book, use the chalkboard, play cards, etc. "Use the time in a way you think

useful to yourself. You're the judge." They could also talk softly. I reiterated that at the end of the year there would be tests given. In the meantime, I pay attention to what they are doing, give them respect--tell them when they are discharging and ask them not to (except for the soft laughter and whisper talking) until after the project is over. It has become very easy to conduct Group 2. Still trouble for me to do the Group 1 "right."

1-2-79

Impression. I sense that (because the children are born knowing how to discharge), we as parents and teachers don't need to teach discharge to children so much as needed for adults in today's society. It may be better to teach them the theory; give good examples--note to them when they are discharging. Then--either encourage it then--ask them to go co-counsel or ask them to wait until "X" o'clock when someone can give them time, and they can give that someone time back.

1. Allow discharge to occur where possible.
2. Don't "put down" the idea of discharge in words in the classroom. You may instead teach what it means to discharge--how to hold some in (e.g., talking) until recess, or until you can ask your co-counselor for time

and attention. Avoid saying "boys don't cry"--
"girls shouldn't perspire," "Quit laughing," etc.

- 1-16-79 Played instruction tape for C_{RC}--they quietly listened to the rule of whispering--so they would not discharge, but still convey meaning was used successfully with this group.
- 2-27-79 Reviewed with Group 2 some of the earlier learning. Some distortions had occurred. "If you're a baby, you should cry it out," "not hurt anybody" etc. was remembered.
- 3-20-79 Group 2. Sat them around the table and asked them to pay attention for as long as they could while I read the co-counselor's manual. When you get bored try to get your attention back to this if possible. If you can't, rather than talk or disturb my reading or anyone else here, just leave and return to your classroom. "I'll just go on reading and will expect to end up finally with nobody here." I began at 10:55, a recess came and several of the 15 left, but most stayed. It was also as if a challenge was issued and they were going to stay and listen. At 11:30 A.M. I dismissed them for the other work I had to get to that day.

- 3-27-79 Group 2. With them I read the Fundamentals of Co-counseling Manual which explains the client/counselor process of drawing out discharge. I asked them individually to go back to their class when they could not keep their attention on the material.
- 4-17-79 Group 2. Last lecture. But they almost spontaneously do some of the lighter discharges. Even during the activity part--(talking, movements, laughter the difficult part is...for children--to speak of discharge in a positive manner is to allow discharge for the C_{RC} group to begin. My impression is that the untrained adult will most likely see discharge as something rude and out of control.
- 4-24-79 One girl in Group 2 withdrew. I called her mother--girl didn't see any purpose to it and wanted to stay in her classroom. Since the experiment was part was over, just the evaluation part left, the mother consented to letting me have the final tests administered.
- Her teacher said, "none of the others said anything about not wanting to come to the group. But there's not going to be any change in any of them. They said they're not learning anything."

You're not going to change them. They're too set in their ways."

During some of the sessions, it was apparent that many children deliberately anger others or scare others.

APPENDIX D

This Appendix D contains samples of certain of the assessment instruments.

Instructions: Draw a person. Draw the best picture of a person that you can; not just the head and shoulders, but the whole person.

Inquiry following drawing: (Don't be suggestive) How old is the boy/girl? _____ years old (circle the appropriate gender). Any comments or noteworthy observations _____.

BY EDGAR A. DOLL, Ph.D.

NAME.....Last.....First.....Sex.....Grade.....Date.....Year.....Month.....Day.....

Residence.....School.....Born.....Year.....Month.....Day.....

M.A.....I.Q.....Test Used.....When.....Age.....Years.....Months.....Days.....

Occupation.....Class.....Years Exp.....Schooling.....

Father's Occupation.....Class.....Years Exp.....Schooling.....

Mother's Occupation.....Class.....Years Exp.....Schooling.....

Informant.....Relationship.....Recorder.....

Informant's est.....Basal Score*.....

Handicaps.....Additional pts.....

REMARKS:

Total score.....

Age equivalent.....

Social quotient.....

Age Periods

Category†	Score*	Items	LA Mean
O - I			
C	1. "Crows"; laughs	.25
SHG	2. Balances head	.25
SHG	3. Grasps objects within reach	.30
S	4. Reaches for familiar persons	.30
SHG	5. Rolls over	.30
SHG	6. Reaches for nearby objects	.35
O	7. Occupies self unattended	.43
SHG	8. Sits unsupported	.45
SHG	9. Pulls self upright	.55
C	10. "Talks"; imitates sounds	.55
SHE	11. Drinks from cup or glass assisted	.55
L	12. Moves about on floor	.63
SHG	13. Grasps with thumb and finger	.65
S	14. Demands personal attention	.70
SHG	15. Stands alone	.85
SHE	16. Does not drool	.90
C	17. Follows simple instructions	.93

Key to categorical arrangement of items:

H G — Self-help general C — Communication L — Locomotion
H D — Self-help dressing S D — Self-direction O — Occupation
H E — Self-help eating S — Socialization

For method of scoring see "The Measurement of Social Competence."

Name _____

Date _____

Examiner _____

Return to: Drina Fried-Roberts

SELF CONCEPT

The following sentences are to help you describe yourself. Read each statement carefully. Then select the number that you feel best describes you and put that number in the blank space at the end of that sentence.

5 - completely true

4 - mostly true

2 - mostly false

1 - completely false (never true)

- | | | |
|---|-------|-----|
| 1. I like being with my classmates. | _____ | 1. |
| 2. I would rather be alone to do homework. | _____ | 2. |
| 3. I like to express my ideas in writing. | _____ | 3. |
| 4. I like to give oral reports in class. | _____ | 4. |
| 5. I enjoy finding answers to hard problems in mathematics. | _____ | 5. |
| 6. I am as smart as I want to be. | _____ | 6. |
| 7. I like to take part in active sports such as tennis, baseball, football. | _____ | 7. |
| 8. I get tired easily when I run or play in active games. | _____ | 8. |
| 9. I like to work with my hands, making things with wood, metal or cloth. | _____ | 9. |
| 10. I like to draw and paint. | _____ | 10. |
| 11. I need lots of sleep. | _____ | 11. |
| 12. I put off things I should do. | _____ | 12. |
| 13. I give up easily on school work. | _____ | 13. |
| 14. I get along with my mother. | _____ | 14. |
| 15. I get along with my father. | _____ | 15. |
| 16. I look good in clothes. | _____ | 16. |
| 17. I am satisfied with my looks. | _____ | 17. |
| 18. I feel sorry for my classmates who have problems at home. | _____ | 18. |
| 19. I belong to school committees and clubs. | _____ | 19. |
| 20. I am satisfied to be just as I am. | _____ | 20. |

During the times you spent in a group with Ms. Roberts, you missed some classwork.

- | | | |
|---|-------|-----|
| 21. Do you think the missed time hurt your studies? | _____ | 21. |
| 22. Do you think being in a group was helpful to you in some ways? | _____ | 22. |
| 23. Overall, did Ms. Roberts seem to like you? | _____ | 23. |
| 24. Overall, did your teacher this year seem to like you? | _____ | 24. |
| 25. Overall, did you like Ms. Roberts? | _____ | 25. |
| 26. Overall, did you like the teacher you have now? | _____ | 26. |
| 27. Did Ms. Roberts show that she understood how you felt? | _____ | 27. |
| 28. Did Ms. Roberts help the people in your group understand each other | _____ | 28. |

Table D-1
Data From Forced-Choice Completion Questionnaire (See Appendix D-4)

Group	N	Completely True	Mostly True		Mostly False	Completely False
<i>1. I like being with my classmates.</i>						
1	30	18	11		1	0
2	30	14	16		0	0
3	26	15 (17.3 adj)	11 (12.7)		0	0
<i>*2. I would rather be alone to do homework.</i>						
1	30	12	7		3	8
2	30	9	12		7	2
3	26	4 (4.6)	9 (10.4)		9 (10.4)	4 (4.6)
<i>3. I like to express my ideas in writing.</i>						
1	30	10	6	1	9	4
2	30	4	13		11	2
3	26	6 (6.9)	7 (8.1)		8 (9.2)	5 (5.8)

Table. D-1 Continued.

Group	N	Completely True	Mostly True	Mostly False	Completely False
<i>*4. I like to give oral reports in class.</i>					
1	30	5	11	10	4
2	30	6	6	7	11
3	26	2 (2.2)	5 (5.8)	10 (11.5)	9 (12.7)
<i>5. I enjoy finding answers to hard problems in mathematics.</i>					
1	30	14	10	3	2
2	30	7	10	8	2
3	26	14 (16.2)	3 (3.5)	6 (6.9)	3 (3.5)
<i>6. I am as smart as I want to be.</i>					
1	30	8	11	3	8
2	30	7	10	6	7
3	26	6 (6.9)	9 (10.4)	5 (5.8)	6 (6.9)
<i>7. I like to take part in active sports such as tennis, baseball, football.</i>					
1	30	20	7	3	0
2	30	18	11	1	0
3	26	19 (21.9)	3 (3.5)	1 (1.2)	3 (3.5)

Table D-1 Continued

Group	N	Completely True	Mostly True	Mostly False	Completely False
8. <i>I get tired easily when I run and play in active games.</i>					
1	30	3	9	6	12
2	30	4	7	11	8
3	26	3 (3.5)	10 (11.5)	7 (8.1)	6 (6.9)
9. <i>I like to work with my hands, making things with wood, metal, or cloth.</i>					
1	30	14	13	3	0
2	30	12	12	5	1
3	26	9 (10.4)	13 (14.9)	4 (4.6)	0
10. <i>I like to draw and paint.</i>					
1	30	20	8	2	0
2	29	15 (15.5)	9 (9.3)	3 (3.1)	2 (2.1)
3	26	12 (13.8)	11 (12.7)	3 (3.5)	0
11. <i>I need lots of sleep.</i>					
1	30	13	10	5	2
2	30	15	9	3	3
3	26	11 (12.7)	8 (9.2)	6 (6.9)	1 (1.2)

Table D-1 Continued.

Group	N	Completely True	Mostly True	Mostly False	Completely False
12. <i>I put off things I should do.</i>					
1	30	3	12	10	5
2	30	5	13	10	2
3	26	2 (2.3)	10 (11.5)	11 (12.7)	3 (3.5)
13. <i>I give up easily on school work.</i>					
1	30	2	6	16	6
2	30	2	3	10	15
3	26	1 (1.2)	7 (8.1)	9 (10.4)	9 (10.4)
14. <i>I get along with my mother.</i>					
1	30	25	4	1	0
2	30	23	5	2	0
3	26	20 (23.1)	4 (4.6)	1 (1.2)	1 (1.2)
15. <i>I get along with my father.</i>					
1	30	25	3	1	1
2	30	18	10	1	1
3	25	18 (21.6)	7 (8.4)	0	0

Table D-1 Continued.

Group	N	Completely True	Mostly True	Mostly False	Completely False
<i>16. I look good in clothes.</i>					
1	30	12	16	1	0
2	30	13	16	1	0
3	26	9 (10.4)	14 (16.2)	3 (3.5)	0
<i>17. I am satisfied with my looks.</i>					
1	30	14	12	3	1
2	30	14	11	2	3
3	26	12 (13.8)	9 (10.4)	3 ()	2 ()
<i>18. I feel sorry for my classmates wh have problems at home.</i>					
1	30	19	9	1	1
2	30	13	13	2	2
3	26	17 (19.6)	8 (9.2)	1 (1.2)	0
<i>* 19. I belong to school committees and clubs.</i>					
1	30	7	9	4	10
2	30	3	7	3	17
3	26	5 (5.8)	1 (1.2)	7 (8.1)	13 (14.9)

Table D-1 Continued.

Group	N	Completely True	Mostly True	Mostly False	Completely False
20. <i>I am satisfied to be just as I am.</i>					
1	30	20	9	0	1
2	30	19	8	1	2
3	25	15 (18)	8 (9.6)	1 (1.2)	1 (1.2)

The following questions were directed to the groups: At this time, interviews generally discovered in which of the three groups each student belonged:

21. *During the times you spent in a group with Ms. Roberts, you missed some class-work. Do you think the missed time hurt your studies?*

1	30	2	7	10	11
2	27	3	5	9	10
3*			1 (?)		2

*23 reported they were not in a group with Ms. Roberts. Questions 21 through 28 were not applicable for those in Group 3. However, some subjects provided answers anyway to their interviewers, to the researcher's chagrin.

Table D-1 Continued.

Group	N	Completely True	Mostly True	Mostly False	Completely False
22. Do you think being in a group was helpful to you in some ways?					
1	30	19	10	1	0
2	27	12	11	2	2
3*	26	0	3 (?)	0	0
*not applicable for this group					
23. Overall, did Ms. Roberts seem to like you?					
1	30	18	12	0	0
2	27	13	13	1	0
3	26	1(?)	1(?)	not applicable for this group.	
24. Overall, did your teacher this year seem to like you?					
1	30	16	10	4	0
2	28	12	13	2	1
3	26	1	3		

Table D-1 Continued.

Group	N	Completely True	Mostly True		Mostly False	Completely False
25. Overall, did you like Ms. Roberts?						
1	30	27	3		0	0
2	27	20	6		1	0
3		3(?)	not applicable for this group.			
26. Overall, did you like the teacher you have now?						
1	30	23	4		3	0
2	28	17	9		2	0
3		2	2	This group not asked to respond.		
27. Did Mrs. Roberts show that she understood how you felt?						
1	30	25	2	(1)	1	1
2	27	18	7		1	1
3			2 (?)	Not applicable for this group.		
28. Did Ms. Roberts help the people in your group understand each other?						
1	30	23	6	(1)	0	0
2	26	13	11		1	1
3		1 (?)	1 (?)	Not applicable for this group.		

Return to Drina Fried-Roberts

Subject's Name on black piece of paper and verbatim answer
the following questions. (Just number, no
need to rewrite any of the questions.)

Examiner _____ Date _____

At the end of the last test given, say:

1. Tell me some of what you know about the study (project).

2. What were the two rules?

3. (What was the theory..the ideas...the purpose-behind
this)

What was Mrs. Roberts trying to do?

- a. Were you able to do it?
- b. Were you mostly wanting to do it?
- c. Were you able to get rid of (discharge) your
emotions?

4. Did you mostly (maybe not always) keep what happened
in the group to yourself and only talk about it to the
other people in your group?

S-C TEACHING INVENTORY

Morris S. Spier

The following inventory concerns your feelings about some teaching practices. Its purpose is to provide you with meaningful information about yourself as a teacher.

There are no right or wrong answers. The best answer is the one most descriptive of your feelings and opinions. Therefore, answer honestly, because only realistic answers will provide you with useful information.

Each of the forty items consists of two statements, either about what a teacher can do or ways he can act. Circle the letter (A or B) in front of the statement that *you* think is the more important way for a teacher to act. In the case of some items you may think that both alternatives are important, but you still should choose the statement you feel is *more* important. Sometimes you may think that both alternatives are unimportant; still you should choose the statement you think is *more* important.

It is more important for a teacher:

1. (A) To organize his course around the needs and skills of every type of student.
(B) To maintain definite standards of classroom performance.
2. (A) To let students have a say in course content and objectives.
(B) To set definite standards of classroom performance.
3. (A) To emphasize completion of the term's course syllabus.
(B) To let students help set course goals and content.
4. (A) To give examinations to evaluate student progress.
(B) To allow students a voice in setting course objectives and content.
5. (A) To reward good students.
(B) To allow students to evaluate the performance of their instructor.
6. (A) To allow students to make their own mistakes and to learn by experience.
(B) To work to cover the term's subject matter adequately.
7. (A) To make it clear that he is the authority in the classroom.
(B) To allow students to make their own mistakes and to learn by experience.
8. (A) To be available to confer with students on an "as needed" basis.
(B) To have scheduled office hours.
9. (A) To give examinations to evaluate student progress.
(B) To tailor the course content to the needs and skills of each class.
10. (A) To draw a line between himself and the students.
(B) To let students plan their own course of study according to their interests.
11. (A) To take an interest in the student as a person.
(B) To make it clear that the teacher is the authority in the classroom.
12. (A) To draw a line between himself and the students.
(B) To be available for conferences with students on an "as needed" basis.
13. (A) To modify his position if one of his students shows him where he was wrong.
(B) To maintain definite standards of classroom performance.
14. (A) To allow students to have a say in evaluating teacher performance.
(B) To draw a line between himself and the students.
15. (A) To see that the class covers the prescribed subject matter for the course.
(B) To be concerned about the student as a person.
16. (A) To let students learn by experience.
(B) To maintain definite standards of classroom performance.

17. (A) To allow students a voice in setting course objectives and content.
(B) To make it clear that he is the authority in the classroom.
18. (A) To discourage talking among students during class time.
(B) To establish an informal classroom atmosphere.
19. (A) To allow student evaluation of faculty.
(B) To make it clear that the teacher is the authority in the classroom.
20. (A) To draw a line between himself and the students.
(B) To let students make mistakes and learn by experience.
21. (A) To be an authority on the class materials covered.
(B) To keep up to date in the field.
22. (A) To be respected as a person of high technical skill in the field.
(B) To up-date class and lecture materials constantly.
23. (A) To attend to his own professional growth.
(B) To be an authority on the class materials covered.
24. (A) To attend to his own professional growth.
(B) To set an example for his students.
25. (A) To see that each student is working at his full capacity.
(B) To plan, in considerable detail, all class activities.
26. (A) To construct fair and comprehensive examinations.
(B) To set an example for his students.
27. (A) To be known as an effective teacher.
(B) To see that each student is working at his full capacity.
28. (A) To construct fair and comprehensive examinations.
(B) To see that each student is working at his full capacity.
29. (A) To be an authority on the class materials covered.
(B) To plan and organize his coursework carefully.
30. (A) To be a model for his students to emulate.
(B) To try out new ideas and approaches on the class.
31. (A) To see that each student is working at his full capacity.
(B) To plan and organize course content carefully.
32. (A) To have scheduled office hours to meet with students.
(B) To be an expert on the course subject matter.
33. (A) To set an example for his students.
(B) To try out new ideas and approaches on the class.
34. (A) To teach basic courses as well as more advanced courses.
(B) To be a model for his students to emulate.
35. (A) To plan and organize the class activities carefully.
(B) To be interested in and concerned with student understanding.
36. (A) To be an authority on the course content.
(B) To be known as an effective teacher.
37. (A) To give examinations to evaluate student progress.
(B) To be an authority on the class materials covered.
38. (A) To attend professional meetings.
(B) To be respected as a person of high technical skill in the field.
39. (A) To be respected for his knowledge of the course subject matter.
(B) To try out new ideas and approaches on the class.
40. (A) To be an authority on the course content.
(B) To construct fair and comprehensive examinations.

date _____

CHECKLIST

classroom _____

158

Mon. Tues. Wed. Thurs. Fri. Sat. Sun.



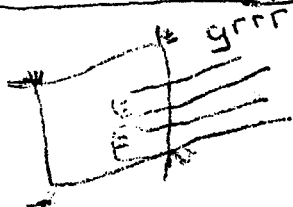
Hi,
Talking is not
boring

rid of boredom



Ha
I'm a little
angry about...

rid of irritation

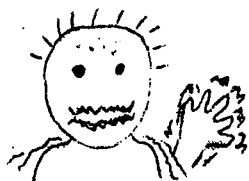


rid of deep
anger
(feels warmer)



Ha Ha

rid of little
fears and
embarrassment

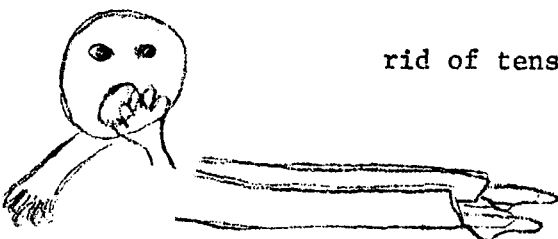


rid of fear
(feels colder)



Waaa

rid of grief



rid of tension
